

Factors Effects Academic Performance Among Bachelor of Nursing Students

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Abstract:

Nursing students' academic performance is a critical determinant of their future success and the quality of healthcare services they provide. Academic achievement in nursing education is influenced by a complex interplay of factors, including personal, familial, and institutional elements. Understanding these factors is essential for developing targeted interventions to support nursing students and enhance their academic outcomes. To determine the factors effects academic performance among Bachelor of Nursing Students at College of Nursing, Female Nawabshah. A quantitative research approach was employed, utilizing descriptive research design and convenient sampling technique. A closed-end questionnaire was administered to 200 BSN students from different semesters in selected nursing colleges. The questionnaire captured data on demographic characteristics, parental involvement, study habits, distractions, and academic performance. The home related factors, Students related factors, School related and teacher dynamics. The majority of participants (200 out of total) were within the age group of 18–25 years, representing 96.0% of the total sample. Other age groups included 26–30 (2.0%), 31–35 (2.0%), and a minor proportion in older groups up to 35 years. This study successfully explores those factors that effect on academic performance and also importance of parental involvement, self-motivation, and effective study habits in nursing students' academic performance. The findings have implications for nursing education and practice and highlight the need for targeted interventions to support students and enhance their academic outcomes, foster effective study habits can contribute to improved academic performance and future success in the nursing profession.

Keywords: Undergraduate Nursing Students' Academic Performance, Home Related Factors, Teachers Related Factors, School Related Factors, Students Related Factors.

Introduction:

The academic performance of nursing students plays a crucial role in professional education, as it produces qualified graduate nurses who contribute significantly to national development and leadership in healthcare.¹ One of the main features of their role is the emphasis on academic excellence, which is vital for their future success. Academic performance is typically measured through indicators such as CGPA, GPA, and class participation, with GPA commonly used to assess clinical competence.^{2,3} Various factors can significantly influence a student's academic performance. Students must exert effort to achieve good grades and prepare for future career goals, often requiring considerable dedication and perseverance.⁴ Academic outcomes are also

reflective of the students' educational background and the institutions where they receive their training.⁵ Research shows that nursing students often face multiple challenges during their academic journey, which can impact their knowledge and performance.^{6,7} Instructors may sometimes fail to engage students effectively, leading to disinterest or disengagement.⁸ Therefore, it is essential to examine both internal and external factors affecting performance.⁸ Internal factors include school or college-related issues, lack of confidence, assignment burden, parental pressure, test anxiety, peer pressure, psychological stress, and physical health. External factors such as family influence, economic hardships, and social environments also directly affect clinical learning and overall performance.^{9,10} Many students struggle to remain attentive due to reasons such as insufficient teacher support and a lack of educational resources.^{11,12} Studies have identified key factors affecting nursing education, including teacher-student relationships, family dynamics, institutional facilities, and communication barriers.^{13,14} Clinical practice is a vital component of undergraduate nursing education, as it allows students to bridge the gap between theory and practice. Identifying the factors that impact clinical performance is essential to addressing the challenges faced by bachelor's-level nursing students.¹⁵ Effective clinical performance enables students to apply theoretical knowledge in real-world settings, develop hands-on skills, and adapt to professional roles. This integration of theory into practice is key to enhancing clinical competence and preparing students for professional nursing practice.¹⁶ However, several barriers to effective clinical learning have been reported. The aim of this study was to rule out the factors that affects nursing education among BS Nursing Student. Clinical practice is essential for applying theoretical knowledge, yet many students face challenges such as anxiety, lack of confidence, and poor supervision. Identifying these barriers will help improve clinical education and student preparedness.

Material and methodology: This is a Descriptive cross-sectional study, which is conducted from February March 2025 at College of Nursing Female Nawabshah. In this study non-probability sampling technique was used. In this study 200 sample sizes were used.

Sample size

Sample size is calculated by using Rao-soft software.

- Margin of error: 5%
- Confidence interval: 95%
- Prevalence 50%
- Sample size: 200

Inclusion criteria:

- Students of Generic BS Nursing of 2nd year semester.
- Students who are present during data collection.
- Student who was willing to participate.
- CGPA \leq 2.5.

Exclusion criteria

- Students who are not willing to participate.
- Students are not able to response, due to acute physical and psychological morbidity.
- 1st year students are excluded.

Data Collection Procedure: The research tool used is an authentic, organized questionnaire. The questionnaire consists of close ended questions that are related to the factors; teaching method, time management, attendance, health factors, personal factors. The collected data organized and obtained through the SPSS software. Data analysis through done by SPSS version 21; SPSS is statistical computer software for data analysis. The study was approved from Ethical review committee (ERC), College of Nursing Female Nawabshah SBA. The researcher explains and gets permission from the participant organization for getting data, and consent was signed from every participant to take part of the study. The ethical principle of

informed consent, beneficence, respect for anonymity and confidentiality and privacy were applied in the study.

Results:

Table No. 01. Sociodemographic Variables:

Items		Frequency (n=200)	Percentage (%)
Professional Nursing Education	2 nd Year	65	32.5
	3 rd Year	65	32.5
	4 th Year	70	35
Marital status	Married	10	5
	Unmarried	190	95
Resident	Urban	127	63.5
	Rural	73	36.5

Table No. 01. In this study, 65 (32.5%) were enrolled in the 2nd and 3rd years of professional nursing education, while 70 (35%) were in the 4th year. Regarding marital status, the overwhelming majority of students were unmarried at 190 (95%), with only 10 (5%) being married. In terms of residency, 127 (63.5%) of the respondents belonged to urban areas, whereas 73 (36.5%) were from rural backgrounds.

Table No. 02. Home Related Factors:

Items	Frequency (n=200)		Percentage (%)
1. Do your parents play a significant role in motivating you in your studies?	Yes	183	93.0
	No	17	7.0
2. Did you help in your study by your parents?	Yes	174	87.0
	No	26	13.0
3. Did your friend Easley Disturbed you in study?	Yes	112	56.0
	No	88	44.0
4. Did you guidance from your elder or parents?	Yes	168	84.0
	No	32	16.0

Table no. 02. A majority of respondents 183 (93%) responded that their parents significantly motivate them in their studies, and 174 (87%) stated that they receive direct help from their parents. Furthermore, 168 (84%) of the participants reported receiving guidance from their elders or parents. However, peer influence also emerged as a notable factor, with 112 (56%) of students admitting that their friends easily disturb them during study time. Majority of students felt their parents played a significant motivational role in their studies, indicating strong familial influence.

Table No. 03. Students Related Factors:

Items	Frequency (n=200)		Percentage (%)
1. Did you pay attention in your lecture?	Yes	174	87.0
	No	26	13.0
2. Are you well-equipped to acquire high scores on quizzes, tests, presentations, and assignments?	Yes	156	78.0
	No	44	22.0
3. Do you effectively respond to conversations and exercises that are beyond your understanding?	Yes	168	84.0
	No	32	16.0
4. Do you successfully manage your study time during periods of heavy workload?	Yes	136	68.0
	No	64	32.0
5. Do you thoroughly prepare yourself for reading assignments and test/exam preparation?	Yes	170	85.0
	No	30	15.0

Table no. 03. A significant majority 174 (87%) reported that they pay attention during lectures, and 170 (85%) stated that they thoroughly prepare for reading assignments and test/exam preparation. Furthermore, 168 (84%) of the participants indicated that they respond effectively to conversations and exercises beyond their understanding, while 156 (78%) felt well-equipped to achieve high scores on quizzes, tests, presentations, and assignments. However, only 136 (68%) of the students reported successfully managing their study time during periods of heavy workload, indicating a potential area for improvement in time management skills.

Table No.04. School Related Factors:

Items	Frequency (n=200)		Percentage (%)
01. Are you satisfied with learning facilities provided by the university (library, computer lab, Demonstration room, whiteboard)?	Yes	134	67.0
	No	64	32.0
02. Do you utilize learning facility in your academic work?	Yes	162	81.0
	No	38	19.0
03. Do you feel your nursing curriculum is relevant to your career goals?	Yes	152	76.0
	No	48	24.0
04. Do you speak English in your university/College?	Yes	116	58.0
	No	84	42.0
05. Do you think that your college physical environment (classroom, simulation labs) affects your learning experience?	Yes	144	72.0
	No	56	28.0

Table no. 04. The majority 134 (67%) of students expressed satisfaction with the learning facilities provided by the university, such as the library, computer lab, demonstration room, and whiteboard, while 162 (81%) reported that they actively utilize these resources in their academic work. Moreover, 152 (76%) of the respondents believed that the nursing curriculum aligns well with their career goals. However, only 116 (58%) of the students reported speaking English in their university or college setting, indicating a possible gap in language practice. Additionally, 144 (72%) of the participants agreed that the physical environment of the college, including classrooms and simulation labs, has an impact on their overall learning experience.

Table No. 05 Teacher Related Factors:

Items	Frequency (n=200)		Percentage (%)
1. Do your tutor instructions worth association with learning and encourage you work with your colleagues?	Yes	168	84.0
	No	32	16.0
2.Does your instructor provide guidelines for appropriate discipline and follow rules and policies?	Yes	170	85.0
	No	30	15.0
3.Does your instructor treat everyone equally?	Yes	162	81.0
	No	38	19.0
4.Did your instructor have good personality with well sense of humor?	Yes	146	73.0
	No	54	27.0
5.Did your instructor clarify the objectives of the units at the start of every lecture?	Yes	156	78.0
	No	44	22.0
6.Did your instructors use learning strategies at during deliver lecture?	Yes	158	79.0
	No	42	21.0
7.Did your instructor prepare presentation objects by following the organized method?	Yes	160	80.0
	No	40	20.0
8.Did your instructor use current learning strategies and subject material in course?	Yes	172	86.0
	No	28	14.0
9. Did your instructor demonstrate procedure before you go to Ward?	Yes	160	80.0
	No	40	20.0
10. Do you think your instructor clinical have experience effect on your learning experience?	Yes	152	76.0
	No	48	24.0

Table No. 05. A large 168 (84%) agreed that their tutor's instructions are associated with learning and encourage collaboration with colleagues. Additionally, 170 (85%) stated that their instructors provide guidelines on discipline and follow institutional policies, while 162 (81%) felt they were treated equally by their instructors. Regarding instructor personality, 146 (73%) appreciated their instructors' good personality and sense of humor. Furthermore, 156 (78%) of students affirmed that objectives are clearly defined at the beginning of each lecture, and 158 (79%) noted the use of learning strategies during lecture delivery. Around 160 (80%) of respondents reported that their instructors prepared presentations using organized methods and demonstrated procedures before clinical practice. A high percentage 172 (86%) acknowledged the use of current learning strategies and updated subject material, and 152 (76%) agreed that their instructor's clinical experience positively influenced their learning.

Discussion:

This study explored the various factors that influence the academic performance of nursing students. It was found that both home and school environments play important roles, along with the students' own attitudes and the teaching practices of their instructors. Many students shared that their parents provided strong motivational support and were actively involved in their academic lives, offering help beyond just encouragement. Interestingly, female students more often reported feeling motivated by their families. On the other hand, some students felt that their friends were more of a distraction than a source of support.^{17,18} Students also mentioned receiving guidance from elders or parents, which helped them stay focused and attentive during lectures. Many were confident in handling quizzes and assignments, managing their workload efficiently, and preparing for exams on their own. The availability of academic

resources and satisfactory university facilities further supported their learning.^{18,19,20} In terms of academic structure, several students felt that their curriculum was well-aligned with their career goals. Easy access to the internet and learning materials in the library added to their academic convenience. While English was commonly used in the university setting, some students still faced challenges in using the language regularly. The learning environment also played a significant role. Students appreciated the classroom and lab settings, which they believed positively impacted their learning.^{21, 22} Tutors were seen as supportive, encouraging group learning and maintaining discipline. Most students felt that their instructors treated everyone fairly and brought a positive attitude to the classroom. They also appreciated that learning objectives were usually made clear at the start of lectures, and that instructors used effective and organized teaching strategies. Updated course materials were commonly used, and students felt that their instructors' demonstrations during clinical sessions and their real-world experience greatly enriched the learning process. The previous studies show that the teacher-related factor has the highest impact on academic performance and indicates that the communication barrier hit their academic performance. The greatest impact of teacher related factor is on the top list. Teachers perform a crucial role in students' performance and highly responsible for their good or bad performance.^{21,22} The focus of studies show that the teacher related factor is highest impact on academic performance the mean value 3.90. This means 78% indicate that the participants provide teaching approach the learner relationship with their tutors shows the communication; that affects their academic performance. There is the high impact of teacher related factors on learners. Teachers play a great role in students' academic performance and the teachers are highly responsible for their good or bad performance. the study shows that they need to sit to gather; with discussion, build trust and improve their barriers for enhance learner achievement. Another study also show that the teacher related factor is peak on academic performance the mean value 3.26 Means 62.2% this is indicates that the communication gap between learners and tutors that highly impact their academic performance. There is a great effect on academic performance. Teachers play a role model for their students' performance and are highly responsible for their better achievement.^{22,23,24} These include student-related factors such as lack of self-confidence and high levels of anxiety. Institution-related factors also play a significant role, including inadequate supervision, insufficient preparation by clinical instructors, and poor clinical facilities.²⁵ Additionally, the lack of demonstration rooms and essential materials further hinders the learning experience and the development of clinical skills.

Conclusion:

This study concluded that the factors influencing academic performance among Bachelor of Science in Nursing students at College of Nursing, Female Nawabshah. The findings revealed that both internal and external factors significantly impact academic performance.

Recommendations:

1. Nursing educators should develop and implement effective teaching strategies to engage students and promote academic achievement.
2. Parental involvement should be encouraged through regular updates and communication with parents.
3. Student support services such as counseling, mentorship, and academic advising should be provided to support students' academic and personal needs.
4. Nursing colleges should promote a positive learning environment that fosters academic achievement and clinical competence.

Conflict of interest

There is no any conflict of interest seen between the students.

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