
FACTORS AFFECTING ACADEMIC PERFORMANCE AMONG NURSING STUDENTS AND THEIR RELATION TO ACADEMIC ACHIEVEMENT

Hoda Mohammed El-awady¹, Abeer Mohammed Seada², Takwa Rashwan
Mohamed Abd-El hady³

¹clinical instructor in Mansoura Technical Institute for Health, ² Prof. of Nursing Administration, Faculty of Nursing, Cairo University, ³ Lecturer of nursing administration, Faculty of Nursing, Port Said University

ABSTRACT

Background: Academic performance of students plays an important role to improve the quality of education which produces a high quality graduates who are the backbone of their countries. **Aim:** This study was to investigate the relationship between factors affecting academic performance among nursing students and their relation to academic achievement. **Subjects and method: Design:** A descriptive correlational research design was used for the current study. **Setting :** The study was carried out in the Technical Institute for Health in Port Said city **Subjects:** a purposive sample (140) nursing students; (14) nurses students were excluded in a pilot study, so the actual number of nurses students on duty was (126) members. **Tools:** Data was collected through utilizing two questionnaire sheet; a self-reporting questionnaire sheet to assess factors affecting academic performance and other for determining the academic achievement of the students. **Results:** Revealed that the activity and services-related aspect dimension was the highest mean (34.2±6.71), followed by the relation between the students and staff-related aspect (33.29±3.38), while the personal condition factors was the lowest mean (8.72± 1.8). **Conclusion:** A relationship was found only between the lecturer related- aspect and the students' academic achievement grade, while there was no a statistically significant correlation between all factors affecting on the academic performance of the students and their academic achievement grade. **recommendations:** Replication of the study on various academic settings to investigate factors affected students' academic performance and their achievements to detect the facilities that enhance the quality of learning.

Key Words: Academic Achievement, Academic Performance, Nursing Students.

INTRODUCTION

Education is consistently important issue as it considered one of the imperative aspects that include essential skills, abilities, and knowledge that help to improve the overall growth, progress and development of all individuals, community and nations. Any educated person has eager to success and achievement to accomplish his desired goals and objectives. In addition to render an efficient contribution to promote the community well fare and well-being (Dube & Mlotshwa, 2018; Kapur, 2019). When educating nursing students, they need a balance between the knowledge, theories which obtained in the classroom, applying and transferring these theories in the clinical setting and dealing with the real situations (Bifftu et al., 2018).

Education is a vital issue for the progress of the individuals, the development, survives and thrive of communities and nations as all individuals needs to generate their awareness and enhance their educational skills continuously. So, it is important to understand the factors that influence on the academic performance of the nursing students to improve their knowledge and clinical performance, able to accomplish their desired objectives and efficiently contribute towards the well- being of their communities (Serdyukov, 2017).

Academic performance is a main aspect of education, especially in nursing students. It refers to their attained academic grades achieving through various educational instructions in the learning environment. Good grade depending on how students deal with their studies, how they cope with different given tasks by teachers in a fixed duration of program course and understand the impact of their course on their academic performance (Khatun, Khatun, Akter, 2020). Moreover, academic performance is a complex student behavior in which the students try to remember the facts and express such knowledge gained either verbally or in writing (Silverrajoo & Hassan, 2018).

According to the view of Tosevski, Milovancevic and Gajic (2010) who stated that there are many factors which affecting students' performance, such as school related aspect, personal condition, study habits, home-related aspect and teacher related aspect. These factors have a highly effective on students' performance. The degree of impact of these factors differs according to personality and culture. The school related aspect is included unqualified and poorly trained teachers, inadequate facilities, and dilapidated

instructional materials. While non- school related aspect are included poverty, low educational level or illiterate parents, weakness and poor nutritional status of the students (Alos, Caranto, & David, 2015).

In addition, the previous factors which affected students' academic performance can influence on their academic achievement include personality, family, school or social variable. Also, the academic motivation, effort required, competition, social power, affiliation, social concern, praise, and previous academic achievements can influence on their academic achievement (Izuchi & Onyekuru, 2017).

Academic achievement is associated with assessment of students 'ability to manage their study load and manage using study material in the curriculum. It also provides an indicator of the interesting curriculum for students to enjoy their classes. Students' academic success is depending on active involvement of them in the learning process, getting the highest degrees, and promoting good tasks in a particular field (York, Gibson, & Rankin, 2015). Also, the academic achievement is defined as the students' subjective view of his or her grades, which expressed in words such as excellent, very good, good, fair, and poor. In this current study, the academic achievement of students is measured with a student's grade point average (Malik, & Parveen, 2019).

Nursing students need good preparation for the rapidly changes and complexity of the health care demands through closing the gap arose between the clinical practices and the nursing theory, providing suitable opportunities for performing the required skills effectively, facing any challenges in the nursing work, and well academic preparation (Kapucu, 2017). Finally, to meet the needs of the population and meet the future demands of this generation and other generations that follow, every nurse must be successful in their education, close the gap between the supply and demand, and avoid any academic failure (Schreiner, 2010).

Significance of the study

Academic achievement is an important dimension for students. It is essential for educational institutions to assist students to develop emotionally as well as academically. The Academic success is important because it is strongly linked to positive outcome as the nursing students who are academically successful are more likely to be employed with more opportunities for promotion in their future work (Mashayekhiet al., 2014).

At the same time, many studies provided an evidence for the impact of reduced academic performance and poor presence that had a negative outcome. Low grade point average achievements may lead to further anxiety, anger, and depression, discouragement, absenteeism, and even withdrawal from the college and/or from the profession, impaired role transition, burnout, and poor job performance (Ruz, Al-Akash, & Jarrah, 2018).

In many previous studies; they cleared the effect of some of these factors on the student's academic performance. Therefore, the present study will assess all of the factors which affecting on students' academic performance and it's relation to their academic achievement to provide the useful benefits guidelines for the technical institute's administration to design future programs for treating any obstacles, support and developing the students' performance and the excellence of education, helping them and improving the teaching procedures.

AIM OF THE STUDY

This study aimed to investigate factors affecting academic performance among nursing students and their relation to academic achievement.

Research Questions

To achieve the above mentioned objectives of this study the following questions should be answered.

1. What are the factors affecting academic performance among nursing students at Port Said Health Technical Institute?
2. What is the level of academic achievement among nursing Students at Port Said Health Technical Institute?
3. Is there a relation between factors affecting academic performance and their academic achievement among nursing students?

SUBJECTS AND METHOD

Research design:

A descriptive correlational research design was used for the current study to investigate the relationship between factors affecting academic performance among nursing students and their relation to academic achievement.

Study setting

The study was carried out in the Technical Institute for Health in Port Said city, affiliated to Ministry of Health and Population.

Description of study settings:

The Technical Institute for Health in Port- Said city was affiliated to Ministry of Health and Population. It consisted of two buildings: the first building was established in 1989, and consisted of four floors. The second building was established in 2017, and consisted of two floors. This institute consisted of administrative offices, library, skill labs, and lecture halls. The actual number of nurse educators on duty was (21) members.

Subjects:

The subjects comprised a purposive sample of all nursing students who were enrolled in the second year nursing division at a technical institute for health in PortSaid city during the academic year 2018/2019 and willing to participate in the study were constituted the study sample, their number was 140; 14 nurse students were excluded in a pilot study, so the actual number of nurse students on duty was 126 members.

Tools of data collection:

To achieve the aim of the study, data were collected through utilizing the following two tools:

- I. Factors affecting academic performance, self-reporting questionnaire it was consisted of two parts
- II. Academic achievement sheet.

Tool (I): Factors affecting academic performance, self-reporting questionnaire it was consisted of two parts.

First part:

Personal characteristics data that was developed by researcher and include such data age, sex, gender, residence, marital status, number of family member, do you work during study, their personal desire to enroll institute, If any family members work in nursing profession, do you have reasons for joining Technical Institute for Health, community opinions about nursing profession, and your participation in nursing activities during studying.

Second part:

A self-reporting questionnaire was used to assess factors affecting academic performance among nursing students. The researcher adopted this tool from Bastian, (1995); Chadya, (2008) and Abd El Razik, (2008). It consisted of 99 items grouped under the following factors as follow: personal condition(5 items),study habits(9 items), Home related aspect (6 items), learning environment related aspect:(9 items), lecturer related aspect: (8 items), educational curricula related aspect:(8 items), hospital related aspect: (9 items), evaluation of student related aspect: (7 items), relation between student and staff related aspect: (15 items), relation between student and their colleagues related aspect:(6 items), Activities and services related aspects: (17 items).

Scoring system: Responses for this tool were measured along three points Likert scale ranging from 3= always to 1 never. The score was considered low if percentage scores less than 50%, Moderate if the percentage score between 50-65 and higher if the percentage score 65 or above (Ahmed, Afify &Taha, 2015)

Tool (II): Academic Achievement sheet:

The academic achievement sheet that was constructed by the researcher. It was involved the students' academic grades that were classified as excellent if percentage from 85 or above, very good if percentage from 75 to less than 85, good if percentage from 65 to less than 75, and pass if percentage score between 50 to less than 65.

II. Operational Design:

The operational design covered the preparatory phase, content validity, reliability, pilot study, and fieldwork.

Preparatory phase:

During this stage, the review of literature mainly related to factors that affecting performance of nursing students and their relation to academic achievement was done. The tool was revised with supervisors and modified, and the validity and reliability were tested. Getting the preliminary approval of the Dean of health technical institute at Port-Said was also started at this stage.

Validity of the tools:

It was ascertained by five experts from nursing administration department in different two universities to ensure content validity two from Cairo University and three from Mansoura University. They were requested to express their opinions and comments on the translated tools. Also, they reviewed the tools for clarity, relevance, and comprehensiveness. The tools modified according to jury opinions such as clarifying some statements, and retranslation of certain words. Arabic to English then English to Arabic translation to the tool was done by a researcher. This phase was carried out in a period of three months.

Reliability:

Cronbach's alpha coefficient was calculated to assess the reliability of the tools through their internal consistency. The reliability of factors affecting academic performance among nursing students' questionnaire was 0.70.

Pilot study:

A Pilot study was carried out on fourteen nurse students from Technical Institute for Health who represents 10 % of the study subjects. The purpose of the pilot study was to test the applicability, feasibility, and objectivity of the study tools before starting data collection, and estimated the needed time to complete the questionnaire, and they were excluded from the original sample because certain modifications were done. The pilot study was conducted at two weeks, 20 to 30 minutes was the time needed to complete the questionnaires by the nurse students for this tool.

Fieldwork:

Before embarking on the field work, the actual number of the nursing students who were enrolled in second year during the period of data collection was obtained from vice dean of student affairs. In nursing division, the researcher met the nurse students and explained to them the aim of the study and took their oral consent. After completion, the researcher ensured that all items of the tools were completed. Then nurse students were thanked for their cooperation. Data were collected by the researcher in two days per week from all nurse students in the nursing division. Whereas the period in which data were collected

from nurse students was between lectures and after the clinical day. This process of data collection was carried out in the period started in April 2019 to the end of July 2019.

III. Administrative Design:

Before conduction of the study, an official letter submitted from faculty of nursing, Port Said University to the manager of the Technical Institute for Health affiliated to minister of health and population, to collect the necessary data from all nurse students. After explaining the purpose of the study, a written permission was taken. In the data collection process, a verbal agreement was taken from every nurse student participated in the study, after a clear and simple explanation of the aim of the study.

Ethical considerations:

An informed consent was obtained from the nurse students to participate in the study after explaining the purpose and the nature of the study. The studied nurse students were informed that their participation was voluntary and they had the right to withdraw from the study at any time. The studied nurse students were ensured about the confidentiality of the information collected and that it was used only for the purpose of the study and the anonymity was guaranteed.

II. Statistical Design:

Data entry and statistical analysis were done using IBM SPSS software package version 20.0. Data were presented using descriptive statistics in the form of frequency, and percentages for qualitative data; means and standard deviations for quantitative data. Categorical variables were compared using Chi-square test; t-test. Moreover, Cronbach's Alpha test was used to ensure reliability statistics. In addition, the Spearman's correlation co-efficient test was used to correlate between academic achievement grade and factors affecting the academic performance. The p- value was the degree of significance was considered at $p\text{-value} \leq 0.05$.

RESULTS:

Table (1): showed the percentage distribution regarding nursing students' personal characteristics data. The results revealed that, around half (49.2%) of nursing students aged between 17 to 20 years old. Also, more than half (50.8%) of them their age were

more than 20 to less than 25. In addition to, the vast majority of them (96.0%) were females. Also, two thirds of them (66.7%) were living with parents. In addition to the majority of them (92.1) were single. Moreover, more than three quarters of nursing students (83.3%) didn't have jobs.

In relation to personal desire slightly more than three quarters (77.8%) of them had a personal desire to join to institutes, and 73.8 % didn't have family members working in the nursing profession, on the other hand, 79.4% of nursing students had different aims for joining to institute. Whereas, 61.1% perceived that the nursing image was a negative among the community, finally, in relation to students' activities in the institute it was found that around two thirds of them (67.5%) had participated in the institute activities.

Table (2): showed means scores of factors affecting academic performance as perceived by nursing students. It was clear that activity and services-related aspect scored was the highest mean followed by the relation between the students and staff-related aspect (34.2 ± 6.71 & 33.29 ± 3.38) respectively. While personal condition- related aspect was the lowest mean (8.72 ± 1.8).

Figure (1): showed the frequency distribution of nursing students regarding levels of academic achievement. It was clear that around half of the study subjects had an excellent score (49.2%). While (29.4%) of them had very good. Moreover about (0.8%) of nursing students scored good and (20.6%) had pass score.

Table (3): showed only a statistically significant relation between students' academic achievement grade and lecturer-related aspect as one factor affecting their academic performance χ^2 (12.605) ($P < 0.05$). As it was clear that 67.6% of students who scored very well were perceived a high lecturer-related aspect as factors affecting their academic performance, while 32.4% of them had a moderate perception of lecturer-related aspect as factors affecting their academic performance.

Table (4): showed that there was no a statistically significant correlation between all factors affecting on the academic performance of nursing students and their academic achievement grade.

Table (1): percentage distribution regarding nursing students' personal characteristics data (N=126)

Personal and academic characteristics	No	%
Age		
17 - < 20 y	62	49.2
20 - < 25 y	64	50.8
Mean \pm SD	20.44 \pm 0.53	
Gender		
Male	5	4.0
Female	121	96.0
Residence		
With parents	84	66.7
Expatriate	42	33.3
Number of family members		
2 – 4	32	25.4
5 – 9	94	74.6
Min – Max	2 – 9	
Mean \pm SD	5.24 \pm 1.42	
Marital status		
Single	116	92.1
Married	10	7.9
Do you work during the study?		
Yes	21	16.7
No	105	83.3
Do you have personal desire to enroll institute?		
Yes	98	77.8
No	28	22.2
If you have Family members work in the nursing profession		
Yes	33	26.2
No	93	73.8
Do you have reasons for joining Technical Institute of Health?		
Yes	100	79.4
No	26	20.6
To enroll university		
To have a good social condition		
A Chance to make money		
Chance to travel abroad		
Community vision about nursing profession		
Positive	49	38.9
Negative	77	61.1
Do you practice activities during studying?		
Yes	85	67.5
No	41	32.5

Table (2): Mean scores of factors affecting academic performance as perceived by nursing students (n= 126)

Factors Affecting the Academic Performance	Min	Max	Mean	SD
Personal Condition	5	15	8.72	1.80
Study Habits	12	26	17.48	2.90
Home-Related Aspect	7	18	12.37	2.31
Learning environment related aspect	11	27	23.44	4.10
lecturer-Related Aspect	10	24	16.32	2.30
Educational curricula-related aspect	9	24	16.40	2.85
Hospital related aspect	11	26	19.30	2.77
Evaluation of student-related aspect	11	21	15.79	1.75
Relation between student and staff-related aspect	22	43	33.29	3.38
Relation between student and their colleagues-related Aspect	6	18	11.32	2.99
Activities and services-related aspect	17	48	34.20	6.71
Total score	159	246	208.64	16.18

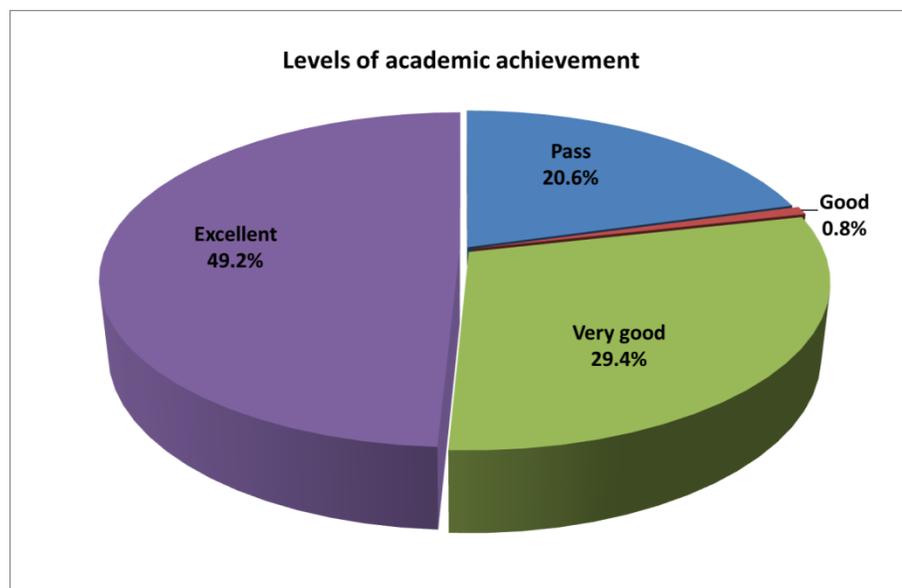


Table (3): Frequency distribution of nursing students regarding to their academic achievement scores and their relation to factors affecting their academic performance.

Factors Affecting the Academic Performance	Academic achievement grade								χ^2	P
	Excellent (n = 62)		Very good (n = 37)		Good (n = 1)		pass (n = 26)			
	No	%	No	%	No	%	No	%		
Personal Condition										
Low	14	22.6%	9	24.3%	0	0%	6	23.1%	6.820	0.338
Moderate	35	56.5%	13	35.1%	1	100%	11	42.3%		
High	13	21%	15	40.5%	0	0%	9	34.6%		
Study Habits										
Low	4	6.5%	2	5.4%	0	0%	3	11.5%	4.933	0.552
Moderate	27	43.5%	11	29.7%	1	100%	11	42.3%		
High	31	50%	24	64.9%	0	0%	12	46.2%		
Home-Related Aspect										
Low	3	4.8%	2	5.4%	0	0%	1	3.8%	3.502	0.744
Moderate	18	29%	8	21.6%	1	100%	8	30.8%		
High	41	66.1%	27	73%	0	0%	17	65.4%		
Learning environment related aspect										
Low	1	1.6%	0	0%	0	0%	3	11.5%	8.306	0.217
Moderate	3	4.8%	3	8.1%	0	0%	2	7.7%		
High	58	93.5%	34	91.9%	1	100%	21	80.8%		
Lecturer-Related Aspect										
Low	0	0%	0	0%	0	0%	2	7.7%	12.605	0.050*
Moderate	25	40.3%	12	32.4%	1	100%	5	19.2%		
High	37	59.7%	25	67.6%	0	0%	19	73.1%		
Educational curricula-related aspect										
Low	1	1.6%	2	5.4%	0	0%	2	7.7%	6.231	0.398
Moderate	22	35.5%	9	24.3%	0	0%	12	46.2%		
High	39	62.9%	26	70.3%	1	100%	12	46.2%		
Hospital related aspect										
Low	1	1.6%	0	0%	0	0%	1	3.8%	3.313	0.769
Moderate	12	19.4%	8	21.6%	0	0%	8	30.8%		
High	49	79%	29	78.4%	1	100%	17	65.4%		
Evaluation of student-related aspect										
Low	0	0%	0	0%	0	0%	0	0%	1.865	0.601
Moderate	7	11.3%	2	5.4%	0	0%	4	15.4%		
High	55	88.7%	35	94.6%	1	100%	22	84.6%		
Relation between student and staff-related aspect										
Low	1	1.6%	0	0%	0	0%	0	0%	2.603	0.857
Moderate	7	11.3%	7	18.9%	0	0%	5	19.2%		
High	54	87.1%	30	81.1%	1	100%	21	80.8%		
Relation between student and their colleagues-related aspect										
Low	15	24.2%	7	18.9%	0	0%	6	23.1%	7.163	0.306
Moderate	20	32.3%	8	21.6%	1	100%	4	15.4%		
High	27	43.5%	22	59.5%	0	0%	16	61.5%		
Activities and services-related aspect										
Low	9	14.5%	3	8.1%	0	0%	2	7.7%	6.023	0.421
Moderate	18	29%	17	45.9%	0	0%	13	50%		
High	35	56.5%	17	45.9%	1	100%	11	42.3%		

* Significant at $p < 0.05$

Table (4): Correlational between academic achievement grade and factors affecting the academic performance

Factors Affecting the Academic Performance	Academic achievement grade	
	R	P
Personal Condition	-0.024	0.789
Study Habits	-0.069	0.441
Home-Related Aspect	0.035	0.696
Learning environment related aspect	-0.155	0.084
Lecturer-Related Aspect	0.026	0.768
Educational curricula-related aspect	-0.078	0.388
Hospital related aspect	-0.066	0.466
Evaluation of student-related aspect	-0.097	0.279
Relation between student and staff-related aspect	-0.015	0.870
Relation between student and their colleagues-related aspect	0.000	0.997
Activities and services-related aspect	-0.081	0.367
Total score	-0.144	0.108

* Correlation Significant ($p < 0.05$)

DISCUSSION

The academic performance is the ability of the students to study, remember facts and to be able to express their gained knowledge either verbally or in writing. In addition, it plays an important role in building their personality and develops their standard of living as a human being. It can improve the quality of education which produces high quality graduates who become the leader and the backbone of any country as they take the responsibility for their country's economic and social development (Alos, Caranto and David, 2015).

All students have to put the greatest effort in their study to obtain good grades and to prepare themselves for future opportunities in their careers. Academic achievement is one as it is associated with lower stress, higher self-concept, higher self-efficacy, and positive health behaviors. In addition, it has more positive developmental outcomes, relevant to the students' level, and engaged them with the educational goals. So, the academic achievement is considered a helpful tool for better academic performance at any level of their education (Crede, Wirthwein, McElvany, & Steinmayr, 2015).

Regarding to factors affecting academic performance as perceived by nursing students; this study results showed that activities and services-related aspect had higher mean scores among studies subjects. This result may be due there is an availability of guiding boards directed to the library which included enough books in a room for studying and reading and available for students all the time, in addition, the students are encouraged to participate in exhibits / recreational activities.

In the same line, Alshammari, Saguban, Pasay-an, Altheban and Al-Shammari (2018), mentioned that the indicator with the highest mean was how well do you use the learning facilities provided by the University (library, computer lab., blackboard). Also, Ali, Jusof, Ali, Mokhtar, & Salamat, (2009) approved that the performance of the students is also influenced by the school in which they studied; however, he also asserted that the number of facilities a school offers usually determines the quality of the school, which in turn affect the performance and accomplishment of its students. While this result come in disagreement with the study of Ahmed, Afify and Taha (2015), reported that indicator with the highest mean was the relation between the students and their colleagues.

Moreover, followed by the indicators with the highest mean was the relation between the students and staff-related aspect. This result come in agreement with the study of Al- Madani (2015), mentioned that the indicators with the highest mean were my lecturer treats me well and my lecturer always greets all students whenever he enters the classroom. This result may be due to all lecturers have a good personality, prepared well for effectively dealing with all students regardless their individual and learning differences, the staff respected the students, staff asked questions to ensure understanding and a mutual respect between staff and student. In the same line, Tom, Coetzee and Heyns (2014) stress that there is a need for teachers and students to sit together, share their expectations, believes and jointly develop strategies that increase the students' success.

While, the result of the current study revealed that the indicator with lowest mean was displayed for personal condition. This result may be due to many students travelled for long distances, not take enough time for sleeping and not eating their breakfast. This result came at the same line with the study of Elsabagh and Elhefnawy (2017) and Alos et

al. (2015) showed that the indicator with lowest mean was displayed for personal condition and home-related aspect.

This result supported by Al Ghamdi, (2013) who noticed that the association between insufficient sleep duration and lower university grades were understandable in the lifestyle. View of sleep functions, as sleep deprivation may negatively affected the ability to complete cognitive tasks. Also, Alos et al (2015) reported that feeling sleepy in class deemed to be the most impactful on academic performance among the personal conditions category. Moreover, Singh and Gupta, (2019) clarified that the factors were affected on an academic performance of the student like, sleeping hours, age, sex, stress, technology and physical fitness but these factors were not modified.

Regarding to the students' academic achievement grade; it was clear that around half of the study subjects had excellent followed by about one third of study subject had very good. This result was in disagree with the study of Kodb, Mahmoud , Elhosany, and Shetawy (2019) who clarified that more than half of health insurance had very good, while more one third of ministry of health institute students obtained the same grades, while more than one third of them had excellent grade in addition less than half of ministry of health institute had good grade while less than one quarter of them had excellent grade.

Also, it was clear that there were a statistically significant difference between the lecturer-related aspect as factor affecting student academic performance and academic achievement grade. This result may be due to many lecturers were oriented with their duties and obligated to accomplish it at its time and may have attribute knowledge of the subject matter, communication skills, emotional stability, better human relationship, interest in the job and the lecturer provides varied activities.

This result was in agreement with a study done by Olufemi, Adediran, Adrian (2018) who showed that teacher-related factors were deemed to be the most impactful category of factors that posed an impact on student nurses' academic performance. Also, Rane (2010) indicated that teachers should increase their teaching methodology and master the class in order to increase student academic achievement. In confronting the problem of setbacks with the teaching methods.

In addition to, Ganyaupfu (2013) indicated that teacher competence in teaching is a combination of paradigms in the sense that it measures a variety of interrelated aspects of teaching; which includes subject matter expertise, lessons preparation, lesson presentation and effective communication. The influence of teaching competence on students' learning outcomes is measured through students' academic achievements. Moreover, Euckay & Chidozie (2010) mention that, positive teacher and student relationship inside and outside the classroom can improve student's self-concept and can facilitate learning processes which in part will affect the student's academic achievements.

Results of the current study showed that, there was no a statistical significant correlational between academic achievement grade and factors affecting academic performance. This result was in disagreement with the study of Isa and Ghani (2016) who concluded that there is a significant negative correlation existing between the executive Diploma students' performance (GPA) and their personal condition, absence- related aspect and their study habits. Also, Magerman (2011) showed that a variety of factors had indeed contributed to the academic under achievement of students.

Furthermore, Saleem and Qureshi (2011) concluded that academic achievement was depended on academic factors, personal factors and socio- economic factors. This referred to when students had responsibility for developing good study habits, they take care of their health and learn another language to improve their academic achievement ,institution ,teachers ,parents and government should enhance the learning environment and facilities that help in promoting their academic achievement.In addition to, Gemeay, Behilak, Kanona and Mansour (2013) concluded that, there was a significant relationship between self-concept and both academic achievements and educational program satisfaction.

CONCLUSION

Depending on the results of this current study; it was concluded that:

Activity and services-related aspect has the highest mean score, while, the personal condition has the lowest mean score. Related to academic achievement, around half of the study subject had an excellent. Finally, there was no a statistically significant correlation

between all factors affecting on the academic performance of the students and their academic achievement grade.

RECOMMENDATIONS

This study recommended that:

- Regarding to educators and students.
 - Identify the students' learning needs and tied it with their favorable desired.
 - Encourage students to become active participants in any learning activities depending on their learning experiences, understanding level and their individual differences.
 - Promote the cooperation and coordination between the students and their lecturers at the same time promotes the cooperation and coordination between themselves.
 - The lecturers should provide immediate feedback to improve the students' satisfactions.
- Regarding to learning environment and facilities and services:
 - Provide and promote the effective and motivating learning environments through using modern technology that enhance the learning process as simulation and electronic learning.
- Regarding to facilities and services.
 - Encourage continues training for the staff for promoting quality of education and how to choose appropriate education strategy for all students.

Further research is needed for:

Continues research about the factors which affected on students' academic performance and their achievement to detect barriers and obstacles that minimize the learning quality, and detect the facilities that enhance the quality of learning.

REFERENCES

Ahmed, G.M, Afify, A.F ., &Taha, N. (2015). Relationship Between Learning Environment and Students' Satisfaction at Faculty of Nursing In Port Said University. *Port Said Scientific Journal of Nursing*, 2(1), 68-83.

Al Ghamdi, A. A. (2013). Sleep deprivation and academic performance of students in the collage of nursing at king saud university. *World Applied Sciences Journal*, 27(2), 155-67.

Ali, N., Jusof, K., Ali, S., Mokhtar, N., & Salamat, A. S. A. (2009). The Factors Influencing Students'performance At Universiti Teknologi Mara Kedah, Malaysia. *Management Science and Engineering*, 3(4), 81-90.

Al-Madani, F. M. (2015). Relationship between teachers' effective communication and students' academic achievement at the Northern Border University. *European Journal of Educational Research*, 4(2), 90-96.

Alos, S. B., Caranto, L. C., & David, J. J. T. (2015). Factors affecting the academic performance of the student nurses of BSU. *International Journal of Nursing Science*, 5(2), 60-65.

Alshammari, F., Saguban, R., Pasay-an, E., Altheban, A., & Al-Shammari, L. (2017). Factors affecting the academic performance of student nurses: A cross-sectional study. *Journal of Nursing Education and Practice*, 8(1), 60.

Bifftu, B. B., Dachew, B. A., Tiruneh, B. T., Ashenafie, T. D., Tegegne, E. T., & Worku, W. Z. (2018). Effective clinical teaching behaviors views of nursing students and nurse educators at University of Gondar, Northwest Ethiopia: Cross-sectional institution based study. *Journal of caring sciences*, 7(3), 119.

Crede, J., Wirthwein, L., McElvany, N., & Steinmayr, R. (2015). Adolescents' academic achievement and life satisfaction: The role of parents' education. *Frontiers in psychology*, 6, 52.

Dube, M.B., & Mlotshwa, P.R. (2018).Factors influencing enrolled nursing students' academic performance at a selected private nursing education institution in KwaZulu-Natal. *Curationis, AOSIS*, 41(1), a1850-a1857.

Elsabagh, M.E.E., & Elhefnawy, H. A. K. (2017). Factors Affecting The Academic Performance Among Female Nursing Students. *International Journal Of Current Research*, 9(2), 46914-46920.

Euckay UO, Chidozie EN. (2010) .Construct validation of nurses' selfconcept questionnaire in Nigeria. *Eur J Soc Sci*,15(4),467-475.

Ganyaupfu, EM.(2013).Teaching methods and students' performance. *International Journal of Humanities and Social Science Invention*, 2(9),29-35.

Gemeay, E., Behilak, S., Kanona, A., & Mansour, E. A. (2013). Self-concept and academic achievements among nursing students. *Life Science Journal*, 10(1), 1466-70.

Isa, S.A., & Ghani, F.B. (2016). Factors Affecting the Academic Performance of Executive Diploma Students : The Case of University of Malaya Centre for Continuing Education (Umccd).

Izuchi, M. N., & Onyekuru, B. U. (2017). Relationships Among Academic Selfconcept, Academic Motivation And Academic Achievement Among College Students. *European Journal Of Research And Reflection In Educational Sciences*, 5(2).

Kapucu, S.(2017).The Effect of Using Simulation in Nursing Education :A Thorax Trauma, Case Sceario. *International Journal of caring Sciences*, 10(2), 1069-1074.

Kapur, R (2019). Factors Influencing the Students Academic Performance in Secondary Schools in India.*Open Journal of Social Sciences*, 7, (11).

Khatun, M. T., Khatun, F., & Akter, M. K.(2020) Factor's Related To Academic Performance Amongundergraduate Nursing Students In Bangladesh. *IOSR Journal Of Nursing And Health Science* , 9, (1), 14-23

Kodab, H. S., Mahmoud, A.S. , Elhosany,W.A., & Shetawy,G.A. (2019) . Students' Self Concept and Personalities with their Academic Achievement in Technical Health Institutes at Suez City. *Port Said Scientific Journal of Nursing*, 6(1), 1-20.

Magerman, R. C. (2011). *Effects of an argumentation-based instruction on grade 10 learners' understanding of the causes of pollution at a river site* (Doctoral dissertation, University of the Western Cape).

Malik, M., & Parveen, N. (2019). Self-Regulation And Academic Achievement: A Comparative Analysis Of High And Low Academic Achievers. *Journal Of Behavioural Sciences*, 29(2),56.

Mashayekhi, F., Rafati, S., Mashayekhi, M., Rafati, F., Mohamadisardoo, M.R., & Yahagh, E.(2014).The Relationship Between The Study Habits And The Academic Achievement Of Students In Islamic Azad University Of Jiroft Branch. *International Journal Of Current Research And Academic Review*, 2 (6), 182-187.

Olufemi, O. T., Adediran, A. A., & Oyediran, W. O. (2018). Factors Affecting Students' Academic Performance In Colleges Of Education In Southwest, Nigeria. *British Journal Of Education*, 6(10), 43-56.

Rane, Z.A.(2010).Factors that influence students learning achievement.[Internet]. Rumah Anthares Cari Blog Ini., Retrieved from <http://rumahanthares.blogspot.com/2010/09/factors-that-influence-students.html>

Ruz, M.E.A., Al-Akash, H. Y., & Jarrah, S. (2018). Persistent (Anxiety And Depression) Affected Academic Achievement And Absenteeism In Nursing Students. *The Open Nursing Journal*, 12, 171.

Saleem, M.A., Qureshi, M.I.(2011).Credentials And Examination of The Factors Affecting The Students' academic Achievement in Higher Education. *Gomal University Journal of Research*,27(2),74-80.

Schreiner, L. A. (2010). The "thriving quotient": A new vision for student success. *About Campus*, 15(2), 2-10.

Serdyukov, P. (2017). Innovation in education: what works, what doesn't, and what to do about it?. *Journal of Research in Innovative Teaching & Learning*. 10 (1).

Silverrajoo, P., & Hassan, A. (2018). Relationship Between Study Habits And Academic Achievement Among Health Science Students. *International Journal Of Academic Research In Business And Social Sciences*, 8(7), 763-780.

Singh, M., & Gupta, V.(2019).Assessment Of Psychological Morbidity Among First Year Medical Students. *In Indian journal of psychiatry*, 61(9), s462-s462.

Tom, F., Coetzee, I., & Heyns, T. (2014). Factors influencing academic performance in biological sciences among students in a nursing education institution in the Eastern Cape Province: an appreciative inquiry approach: nursing curricular issues. *African Journal for Physical Health Education, Recreation and Dance*, 20(sup-3), 102-115.

Tosevski, D. L., Milovancevic, M. P., & Gajic, S. D. (2010). Personality and psychopathology of university students. *Current opinion in psychiatry*, 23(1), 48-52.

York, T. T., Gibson, C., & Rankin, S. (2015). Defining and measuring academic success. *Practical assessment, research, and evaluation*, 20(1), 5.

العوامل المؤثرة على الأداء الأكاديمي لطلاب التمريض وعلاقتها بتحصيلهم الدراسي

هدى محمد مصطفى العوضى ، عبير محمد سعده ، تقوي رشوان محمد عبد الهادي

بكالوريوس تمريض¹ ، اساذ بقسم اداره التمريض جامعه القاهرة² ، مدرس بقسم اداره التمريض جامعه بورسعيد³

الخلاصة

يعد الأداء الأكاديمي للطلاب اهم دور في تحسين جودة التعليم لانتاج خريجين ذو جودة عالية حيث أنهم هم العمود الفقري لبلدهم. هدفت هذه الدراسة إلى معرفة العلاقة بين العوامل المؤثرة على الأداء الأكاديمي لدى طلاب التمريض وعلاقتها بتحصيلهم الدراسي. تم استخدام تصميم بحث وصفي ارتباطي للدراسة الحالية حيث بلغ عدد العينة (126) من طلاب التمريض الذين التحقوا بالفرقة الثانية شعبة التمريض بالمعهد الفني الصحى بمدينة بورسعيد. تم جمع البيانات من خلال استبيانين: كان أحدهما عبارة عن استبيان ذاتي لتقييم العوامل التي تؤثر على الأداء الأكاديمي والآخر لتحديد التحصيل الدراسي للطلاب. اوضحت النتائج أن الجانب المتعلق بالنشاط والخدمات الذي تم تسجيله كان أعلى متوسط يليه الجانب المتعلق بالعلاقة بين الطلاب والمعلمين، بينما كانت العوامل المرتبطة بالظروف الشخصية هي أدنى متوسط. الاستنتاج فيما يتعلق بالعلاقة بين العوامل المؤثرة على الأداء الأكاديمي لطلبة التمريض وتحصيلهم الدراسي فقد أظهرت هذه الدراسة وجود علاقة وحيدة بين الجانب المتعلق بالمحاضر ودرجة التحصيل الدراسي للطلاب. بناء على النتائج فقد أوصت هذه الدراسة على الإستمرار فى عمل أبحاث عن العوامل المؤثرة على أداء الطلاب الأكاديمي وعلاقتها بتحصيلهم الدراسي لتحديد المعوقات والصعوبات التي تقلل من كفاءة عملية التعلم مع توضيح التسهيلات التي تحسن من كفاءة عملية التعلم.

الكلمات المرشدة : الأداء الأكاديمي - طلاب التمريض - التحصيل الدراسي

