

24th Global

NURSING & HEALTHCARE

March 01-02, 2017 Amsterdam, Netherlands

Reflections of senior nursing students' perceptions toward factors influencing academic performance: Success versus failure**Faiza A Abou El-Soud Said Shahin¹, Wafaa Gassim AlKharasi, Al-Bandari Awad Alfaouri and Eman Said Al-enzi²**¹King Saud bin Abdulaziz University for Health Sciences, Saudi Arabia²Menoufiya University-Egypt³King Saud bin Abdulaziz University for Health Sciences, Saudi Arabia

The students' academic performance is one of the most imperative part in all universities to make sure for delivering the best quality graduates who will get to be extraordinary pioneer and employees who have the positive reflection on the nation's financial growth and social advancement at national and international expanse. Purposes: were to describe senior nursing students' perceptions toward factors influencing their academic performance and investigate associations among the dependent variable (academic performance) and the independent variables (success and failure factors and demographic characteristics). Methodology: A cross-sectional, and correlational designs were conducted with a purposive sample of 150 female senior nursing students in the fourth year, college of nursing, King Saud bin Abdulaziz University for Health Sciences, Riyadh-Kingdom Saudi Arabia. Self-reporting questionnaire have three main categories which included demographic characteristics of the learner, success factors and failure factors were examined to determine their potential impact on the academic achievement. Results: All of the participants was female and Saudi nationality, and not married. The mean age of the participants was 21.64 (SD + .890) and more than half of the study sample (573%) are good in English language and only 38 % had an English barrier. However , the majority of the participants 78.7% obtained a high percent above 95 % in the secondary school before joining nursing college and minority 4.7 % had low GPA (D & D+) while most of them 71.4 % had GPA (B & B+). When all success factors were included in the study, the results revealed that the highest means of the success factors which influencing students' academic performance were related to the regular attendance at lecture with Mean and SD (3.95 + .225) and the motivated lecturers with Mean and SD (3.72 + .450). Similarly, the highest means of the failure factors impact on the students' academic performance were related to lack of attendance at lectures with Mean and SD (3.73 + .443) and lack of the family motivation with Mean and SD (3.23 + .454). On the other hand, the results of the study indicated that the total mean of learner- related items was derived in the first rank with the highest mean and SD (3.42+.624). Meanwhile, the curriculum –related factor was the lowest rank with the total mean and SD (2.60 + .836). However, only the demographic variables of English language and English barriers, and their grade in the secondary school prior joining nursing college significantly ($p < .05$ & $p < .01$) contributed to academic performance. Meanwhile, there is a degree of significant associations between learner-related factors, lecturer –related factors, family-related factors and environment factors as the success factors and student's academic performance. Furthermore, the failure factors which have a significant influence on the student's academic performance were learner-related factors, family-related factors, and socioeconomic-related factors and environment-related factors.

Conclusion & Recommendation: Based on the outcomes of this study, it is shown that learner-related, family – related , environment – related and lecturer – related factors are the most important success factors that influencing students' performance. In addition, learner-related factor, environment – related factor and lecturer – related factor as success factors shown a positive impact on the students' academic performance while family-related factors shown a negative impact. Therefore, the researcher recommended, an additional category may need to be added to the success factors which includes health related factors. Separating out failure factors was not give these factors a greater prominence in explaining their impact on the academic performance, so in the further studies should continue to integrate success and failure factors together and categories them into strong subdomains to be easiest to identify factors that influence academic performance and determine interventions that enhance a learner's academic achievement.

Biography

Faiza A Abou El-Soud Said Shahin has completed her PhD at the age of 35 years from Menufiya University, Egypt. Currently, she is assistant professor, community health nursing specialty, King Saud Bin Abdel Aziz University for Health Sciences - College of Nursing, Riyadh. She has published more than ten papers in national and international journal.

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