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The relationship between nursing students perceptions toward success and failure factors and their academic performance: A descriptive correlational study

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Background: With the intention of maximizing academic success and minimizing academic failure among nursing students, it is a crucial to carry out several researches for better understands the success and failure-related factors for improving academic performance and quality of the nursing graduates that have a direct reflection on the country's monetary development, social progress, and better living for the individual.

Purpose: The purpose was to investigate associations among the dependent variable (academic performance or GPA) and the independent variables (success and failure factors as well as demographic characteristics of the nursing students).

Methodology: A correlational descriptive-design was conducted with a convenience sample of 150 female senior nursing students, college of nursing, King Saud bin Abdulaziz University for Health Sciences, Riyadh, KSA. A self-reporting questionnaire has three main categories, which included demographic characteristics of the nursing students; success factors and failure factors were examined to correlate with their academic performance. The data were analyzed using Pearson correlation to estimate the degree of association between students' performance and success and failure factors as well as their selected demographic characteristics and regression analysis to determine the model summary, ANOVA and coefficient.

Results: It revealed that a positive association between nursing students' academic performance and the demographic characteristics as age, level of English language skills and language barriers at the P value (0.05) level. In addition, there were degrees of associations between nursing students' academic performance and certain success factors such as learner factor at 40% and (r=0.408; p=0.000) and lecturer factor at 18% and (r=0.187; p=0.058). Meanwhile, there were degrees of associations between students' academic performance and failure factors such as learner factor at 39% and (r=0.39; p=0.000), lecturer factor at 21% and (r=0.219; p=0.000); environment factor at 37% and (r=0.372; p=0.000).

Conclusion & Recommendation: Based on the results, great evidence was shown a positive association between the success and failure-related factors and academic performance of the nursing students. Further study on the academic and non-academic interventions are recommended to build nursing students' abilities and competency skills which can assist help them to overcome failure factors that might influence their academic achievement.

Biography

Faiza A Abou El-Soud has completed her RN, BSN from Cairo University and MSN, PhD from College of Nursing, Menuofiya University, Egypt. She was acting as an Assistant Professor of College of Nursing, Menuofiya University since 7 years.

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