

ORIGINAL RESEARCH

Factors affecting the academic performance of student nurses: A cross-sectional study

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ABSTRACT

The academic performance of the student nurses is by the assessment of competence, defined by a student's ability to demonstrate the performance of professional skills or behaviors. Despite its predictabilities, there is no study has been undertaken to determine the factors affecting the academic performance of student nurses in the Kingdom of Saudi Arabia. This study employed a quantitative-correlational design. There were 201 student nurses from the College of Nursing at University of Hail selected using convenience sampling. A modified survey questionnaire was utilized to gather data. The said questionnaire was subjected to pilot testing. Content validation and reliability test were conducted using a Cronbach Alpha which revealed a value of 0.940. Four types of factors such teacher-related with a mean 4.16, student-related (3.85), school-related (3.85), and home-related factors (3.54) were observed to have varying extent of effect on the academic performance of student nurses. Likewise age, gender, year level, marital status, socio-economic status and previous school attended by the student nurses showed varying extent of influence on their academic performance. A significant difference in the extent of effect gender has on the academic performance of student nurses as indicated by a *t*-value of 3.591 been revealed. Whereas, no significant difference was observed on the extent of effect type of school attended had on the academic performance of the student nurses as indicated by a *t*-value of 0.846; *p*-value: .398, age (*t*-value: 1.768; *p*-value: .155); year level (*t*-value: 0.530; *p*-value: .589); marital status (*t*-value: 1.813; *p*-value: .166), and socio-economic status (*t*-value: 0.031; *p*-value: .970). The identified factors significantly impact on the academic performance of student nurses. This finding is significant as it can be used by school administrators and teachers alike as basis in designing and implementing an intervention program geared towards an improved academic performance among student nurses.

Key Words: Academic performance, Student-related factors, Home-related factors, School-related factors and Teacher-related factor

1. INTRODUCTION

The academic performance of students in most universities has become an object of inquiry of researches^[1] nowadays. It has become a top priority among educators who have vowed to make a difference locally, regionally, nationally and globally. Such education, trainers and researchers have long

been interested in exploring variables which significantly contribute to the performance of learners. These variables are both external and internal.^[2] Internal factors are mostly student-related while external factors contributed to the external environment of students that are beyond their control. The former include personal conditions and study habits

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while the latter include home-related factors, school-related and teacher-related factors.^[3,4] Study habit as a factor affecting the academic achievement of students has likewise been pointed out by Mashayehki and colleagues.^[5] Alos^[3] supports this claim and added that a student who is successful in his/her desired career has good study habits.

Such an internal factor leads to a good academic performance. On the contrary, external related factors such as family stress lead to a poor academic performance. One of the most recent studies conducted by Ali and colleagues^[6] enumerated certain student-related and family-related factors that affect the academic performance of students. Student-related factors identified in the given study include student's efforts, age, and self-motivation, learning preference, entry qualification and previous school. Family-related factors include educational background of parents and family income. Most studies presented according to Diaz^[7] have been focused on three factors: parents (family causal factors), teachers (academic causal factors), and students (personal causal factors).

The above-given researchers and other researchers conducted detailed studies about the factors contributing to student performance at different levels; however, there are no specific studies conducted in the Kingdom of Saudi Arabia. This prompted the researchers of this present study to conduct an investigation on the factors affecting the academic performance of student nurses at the University of Hail, College of Nursing with the aim of instituting change geared towards the improvement of the students' academic performance. The utility of these studies lies in the passionate drive to undertake corrective measures that would help improve the academic performance of students.^[6]

1.1 Statement of the problems

This study aimed to determine the factors that affect the academic performance of the student-nurses at the University of Hail, Kingdom of Saudi Arabia (KSA). Specifically, it sought to answer the following questions:

- (1) What is the profile of the student-nurses in terms of:
 - A. Age
 - B. Gender
 - C. Year level
 - D. Marital status
 - E. Socio-economic status
 - F. Previous school attended?
- (2) What is the extent of the identified factors that affect the academic performance of student-nurses in terms of:
 - A. Student-related factor
 - B. Home-related factor
 - C. School-related factor

D. Teacher-related factor

E. Is there a significant difference in the extent of effect the identified factors have on the academic performance of students when their profile is considered?

1.2 Hypothesis

There is no existing difference in the extent of the identified factors that affect the academic performance of student-nurses when their profile is considered.

2. METHOD

The study is quantitative-correlational type of research.

2.1 Locale and population

The respondents in the study were second year, third year and fourth year student nurses enrolled in the College of Nursing at the University of Hail. The 201 respondents were selected using convenience sampling.

2.2 Data gathering procedure

The researchers asked permission to conduct this study from the school authorities. Thereafter, it was subjected to review by Ethics Review Committee of the University. Upon approval, the researchers proceeded with data gathering during the vacant period of the students. The researchers provided clear instructions on how to accomplish the questionnaire specifically on how to rate themselves honestly and accurately. Results were collated, tabulated, analyzed and interpreted.

2.3 Instrument

The researchers adapted the combined Survey Questionnaire of Alos^[3] and Aggarwal.^[8] Both authors allowed the researchers to use the instrument for the purpose of this study. Each questionnaire consists of two (2) parts. Part 1 is on the respondents' profile. Part 2 is on the factors that affect the academic performance of the student nurses. The questionnaire is composed of 40 questions classified as: Student-related factors, Home-related factors, School-related factors and the Teacher-related factors. Each factor has subset indicators which were given corresponding rating by the respondents using Likert Scale of 5 composed of 5 (always), 4 (often), 3 (sometimes), 2 (rarely) and 1 (never). To suit the content of the questionnaire to the Saudi context, the researchers modified some of the items. It was subjected to a content validation by a panel of experts and was pilot tested for reliability. Using Cronbach Alpha, the said instrument was found to be highly reliable as indicated by the value of 0.940.

2.4 Ethical consideration

The study has been approved by the Ethics Review Committee (ERC) of the University of Hail. The researchers explained that their participation was entirely voluntary, that there was no monetary compensation for their participation, and that any information resulting from the study was treated with strict confidentiality. The ethical principle of informed consent, beneficence, respect for anonymity and confidentiality and respect for privacy were applied in the study.

2.5 Treatment of data

The data gathered were tabulated (with the use of Microsoft Excel 2010), evaluated, analyzed and computed statistically using SPSS. Frequency count and percentage were used to determine the profile of the respondents. Weighted mean was utilized to determine the extent the factors have on the academic performance of the student-nurses. T-test and One-way Analysis of Variance were employed to determine the significant difference in the extent of effect the identified factors have on the academic performance of student-nurses when their profile was considered.

3. RESULTS

Table 1. Demographic profile of the student-nurses

Profile	f	%	
Age	15-19	7	3.5
	20-24	165	82.1
	25-29	21	10.4
	30 and above	8	4.0
Gender	Male	77	38.3
	Female	124	61.7
Year Level	2 nd	109	54.2
	3 rd	55	27.4
	4 th	37	18.4
Marital Status	Single	170	84.6
	Married	28	13.9
	Widower	3	1.5
Socio Economic Status	Upper income class	39	19.4
	Medium income class	154	76.6
	Low income class	8	4.0
Previous School Attended	Public	165	82.1
	Private	36	17.9
TOTAL	201	100	

Table 1 shows the demographic profile of the respondents, details include age, gender, year level, marital status, socio-economic status, and the previous school attended. Evidently, there were more female (61.7%) than male (38.3%) respondents, with a mean age of 22 (82.1%). A total of 109 (54.2%) respondents were registered in the second year, while 27.4% and 18.4% were registered in the third and fourth years, re-

spectively. Majority of the respondents were single (84.6%). A greater part of the respondents come from medium income class (76.6) and the majority was educated in public schools (82.1%).

Teacher Related Factors had the highest Grand Mean value of 4.16 followed by Items A (Student Related Factors) and B (School Related Factors) with an equal Grand Mean of 3.85 while item C (Home Related Factors) had the lowest mean value of 3.54.

Results imply that teachers play a great role in the academic life of the students. It further implies that the student respondents had a high regard on their teachers' craft in teaching, their mastery of lessons as well as their rapport with their students. On the contrary, while the respondents recognize their parents as sources of motivation, the academic help received from them are quite limited as indicated by the mean value of 2.68 and 2.63 for items 4 and 5.

In dissecting the table, it also reveals item C (Home Related Factors) with factor 5 (I ask guidance from my elders and/or family) and factor 4 (My parents help me in my homework) having the lowest mean result which is 2.63 and 2.68 respectively. Items D (Teacher Related Factors) with factor 6 (Explains the objectives of the lesson clearly at the start of each period) and factor 8 (Is organized in presenting subject matter by systematically following course routine) both have a mean of 4.29, the highest mean scores in the table.

Table 3 reveals the significant difference in the extent of effect the identified factor have on academic performance of the student-nurses. One-way Analysis of Variance (ANOVA) was used to compare the given data. Results reveal that there was a significant difference in the extent of effect gender has on the academic performance of the student nurses as indicated by the *t*-value of 3.591 and a *p*-value of .000. Since the *p*-value is less than .05 level of significance, this means that there is a significant difference in the extent of effect gender has on the student's academic performance. Therefore, the null hypothesis that there is no significant difference in the extent of effect the identified factors have on the academic performance of the respondents is rejected. Evidently, the male respondents had a significantly higher mean than the female respondents.

On the contrary, age, type of school attended, year level, marital status and socio-economic status of the respondents had no significant difference in the extent of effect they have on the academic performance of students. This is evidenced by the resulting *t*-values and *p*-values of each of these factors. Along age, the *t*-value was -0.846 while the *p*-value was .398; along age, the *t*-value recorded was 1.768 and the *p*-value

was .155; along year level, the t -value was 0.530 and the p -value was .589; along marital status, the t -value was 1.813 and the p -value was .166; along socio-economic status, the t -value was 0.031 and the p -value was .970. The p -values that were greater than .05 level of significance mean that there is no significant difference in the extent of effect these factors have on the academic performance of the student nurses. Hence the null hypothesis is accepted.

Table 2. Factors that affect the academic performance of the student-nurses

Related Factors	Mean	Remarks
Student Related Factors		
1 How well do you listen to your teacher?	4.14	Extensive
2 How well do you actively participate in the discussion, answering exercises and clarifying things you did not understand?	3.66	Extensive
3 How well do you want to get good grades on test, quizzes, assignments and projects?	4.01	Extensive
4 How well do you make yourself prepared for the subject?	3.77	Extensive
5 How well do you get frustrated when the discussion is interrupted or the teacher is absent?	3.69	Extensive
6 How well do you exert more effort when you do difficult assignment?	3.85	Extensive
7 How well do you study the lesson you missed if you were absent from the class?	3.72	Extensive
8 How well do you study and prepare for quiz and test?	3.91	Extensive
9 How well do you see to it that extracurricular activities do not hamper your studies?	3.77	Extensive
10 How well do you have a specific place to study at home which you keep clean and orderly?	3.78	Extensive
11 How well do you do your assignment regularly?	3.87	Extensive
12 How well do you spend your vacant time doing assignment or studying your lesson?	3.86	Extensive
13 How well do you study harder to improve your performance when you get low grades?	3.91	Extensive
14 How well do you spend less time with your friends during school days to concentrate more on your studies?	3.92	Extensive
15 How well do you prefer finishing your studying and your assignments first before watching any television program?	3.88	Extensive
Grand Mean	3.85	Extensive
School Related Factors		
1 How well do you use the learning facilities provided by the University (library, computer lab., blackboard)?	4.03	Extensive
2 How well do you use the learning facilities in performing our course work?	3.80	Extensive
3 How well do you think the facilities provided by the university meet the standards for physical requirement (classroom size, lighting, air conditioning, tables and chairs)?	3.92	Extensive
4 How well do you can easily access the internet in the library?	3.74	Extensive
5 How well do you adhere to the "Speak English Policy" of the University?	3.78	Extensive
Grand Mean	3.85	Extensive
Home Related Factors		
1 Are motivated by your parents to improve your studies?	3.91	Extensive
2 Do you use your learning materials (books, dictionary, and laptop) suitable for my learning?	3.83	Extensive
3 Do you have tutorial session after class?	3.13	Moderate
4 Do your parents help you in my homework?	2.68	Moderate
5 Do you ask guidance from your elders and/or family?	2.63	Moderate
6 Do you easily get distracted by your friends?	4.03	Extensive
7 Do you do too many household chores?	3.86	Extensive
8 Do you get disturbed by your siblings?	3.84	Extensive
9 Do your mobile phone/Television/Radio/gadgets distract you while studying your lesson?	3.78	Extensive
10 Do your family experience financial problem?	3.68	Extensive
Grand Mean	3.54	Extensive
Teacher Related Factors (The teacher...)		
1 Do your teachers have a good relationship with the student and co-teacher?	4.07	Extensive
2 Do your teachers impose proper discipline and are not lenient in following the prescribed rules.	4.05	Extensive
3 Do your teachers open to suggestion and opinion and is worthy of praise?	3.93	Extensive
4 Do your teachers show smartness, confidence and firmness in making decision?	4.14	Extensive
5 Do your teachers have an appealing personality with good sense of humor?	4.17	Extensive
6 Do your teachers explain the objectives of the lesson clearly at the start of each period?	4.29	Extensive
7 Do your teachers have mastery of subject matter?	4.16	Extensive
8 Do your teachers have organized in presenting subject matter by systematically following course routine?	4.29	Extensive
9 Do your teachers have updated with present trends relevant to the subject matter?	4.20	Extensive
10 Do your teachers show various strategies, teaching aids/devices and techniques in presenting the lesson?	4.25	Extensive
Grand Mean	4.16	Extensive

Note. 1.00-1.50 Never Very Low Extent; 1.51-2.50 Rarely Low Extent; 2.51-3.50 Sometimes Moderate Extent; 3.51-4.50 Often Extensive; 4.51-5.00 Always Very Extensive

Table 3. Significant difference in the extent of effect factors has on academic performance of student-nurses

Profile		Mean Response	t-value	p-value	Remarks	Decision on Ho
Gender	Male	4.08	3.591	.000	Significant	Reject Ho
	Female	3.70				
Type of School	Public	3.83	-0.846	.398	Not Significant	Accept Ho
	Private	3.95				
Age	15-19	4.10	1.768	.155	Not Significant	Accept Ho
	20-24	3.89				
	25-29	3.56				
	30 and above	3.60				
Year Level	2 nd	3.80	0.530	.589	Not Significant	Accept Ho
	3 rd	3.90				
	4 th	3.92				
Marital Status	Single	3.89	1.813	.166	Not Significant	Accept Ho
	Married	3.68				
	Widower	3.26				
Socio Economic Status	Upper	3.87	0.031	.970	Not Significant	Accept Ho

4. DISCUSSION AND CONCLUSION

Findings indicate that all the factors to student, school, home and teacher have an extensive effect on the academic performance of the student respondents. Results further revealed that among the four-given factors, teacher-related factors have the greatest impact on academic performance as indicated by the mean value of 4.16. This further indicates that the respondents felt that teaching strategies, student-teacher relationship and communication barrier hinder their academic performance. This supports the result of the study conducted by Alos and colleagues^[3] which concluded that from among several factors posing a great impact on the academic performance of students, teacher-related factors top the list. This implies that teachers play the most significant role in student performance and are therefore greatly responsible for poor or good student performance.

Previous studies likewise posit that teachers have the greatest influence on the academic performance of students. In the study of Ganyaupfu,^[9] it emphasizes that teachers should create an atmosphere conducive to learning in order to enhance the development of students' learning experiences. Richardson and colleagues^[10] concluded in their study that if a teacher lacks experience or is dispassionate about teaching, the students might not be able to develop comprehensive understanding of their subject matter. Furthermore, if the teacher suffers from a classroom management problem, such as authoritarianism, the classroom environment might hinder fruitful class discussions and collaborative learning and can deter maximum application of their abilities. Rane^[11] also indicates 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, Tom and colleagues^[12] stress that there is a need for teachers and students to sit together, share their expectations, beliefs and jointly develop strategies that increase the students' success. Ganyaupfu^[9] also indicates that teacher competence in teaching is a combination of paradigms in the sense that it measures a variety of interrelated aspects in 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.^[9] Lack of knowledge in the course material by the teacher leads to frustration among the students and when their expectations are not fulfilled their academic performance is compromised and they develop an attitude of the teacher.^[13]

Corollary to the conclusion Richardson and colleagues^[10] drawn from the results of his research revealing the impact teachers have on the academic performance of students, are the recommendations of Azer^[14] that teachers need to embody positive qualities such as commitment and passion and must be willing to pass these qualities to their students and peers; provide positive reinforcement to students by giving value to the inputs of students; provide constructive feedback which could help students grow; create a respectful, meaningful and trusting learning environment where open authentic communication can take place; seek and encourage understanding of unity in diversity that could eventually lead to teamwork among students; and demonstrate leadership

skills and effective teaching craft that could contribute to the overall development of the student and the school.

As stated by Gillespie^[15] student-teacher relationship is the key to humanistic nursing education. This relationship should be well defined and based on sound professionalism which includes aspects such as professional caring, competence, wholeness, interconnectedness, compassion, confidence, conscience and commitment from both the teacher and the student.^[15] Furthermore, Gillespie^[15] accentuates the positive effects that the student-teacher relationship has on the academic performance of the student as well as the “maximization of positive student outcomes and the support in student personal and professional growth”. These recommendations all point to the overwhelming influence teachers have on the academic achievement or performance of students.

Students need to see that their teachers care about them in the classroom, the clinical setting including off-campus. When conflicts and frustrations arise for both students and teachers alike, they need to understand that those conflicts are part of any health relationship and should be worked on to enrich the student-teacher relationship.^[15]

Conversely, home-related actors (item c on the questionnaire) had the lowest mean value of 3.54. Despite its rank in the list of factors, evidently, home-related factors still have extensive effect on the academic performance of the respondents. The word “home” is a term that encompasses a large range of concepts but in this study, home-related factors include people and things found in the respondent’s house that influence to a lesser or higher degree their academic performance. These include the respondents’ parents, elders and siblings; gadgets used for communication; financial capability and learning materials available for the respondents.

Bonci^[16] noted in her study that home support plays a vital role in the achievement of students. Other researchers such as Evans and colleagues; Wentworth and Middleton; and Lourenco and colleagues^[17-19] share the same finding concerning the influence of home to student performance and posit that lack of support from home leads to a downslide or decline in the academic performance of students. This normally happens in urban areas where most working parents are too busy to care for their children’s performance. Unintentionally, these working parents are harming their children’s education since the students who receive no attention from their parents turn to social media and eventually trapped in social media addiction or internet gaming.

Howard^[20] also suggests that teachers need to invest more energy in getting to know their students and which group they belong. Problems in the relationship such as lack of

support and assistance from friends and family members can affect the academic performance of the student; this can cause emotional problems, lack of concentration in class and lack of confidence in everything that the student is doing.^[2] Studies found that improper guidance from both the parents has a negative impact on students’ academic performance.^[21] Furthermore, socio-economic status of the students affects the quality of their mental and physical well-being which in turn influences their academic performance.^[22] The study by Farooq and colleagues^[2] revealed that students with financial problems have a poor academic performance because they cannot afford to buy prescribed books and their basic needs remain unfulfilled.

Other than hand, there are student-related factors identified in this study that have an extensive effect on the academic performance of the student nurses. These include attitude, desire for good grades, study habits, focus, priorities and motivation. This finding is consistent with the study of Kusrkar and colleagues^[23] which talks on the impact of self-motivation to the grades of students. Both researches advance the claim that a highly motivated student can perform well in class but a student who may be fully capable of earning high grades but does not simply care about his education can have a poor academic performance or even fail in class.

As per Kumar,^[24] student learns when they are willing and intend to learn and when knowing the purpose of learning. It is when the student accepts those goals that the student becomes more active, more intensive and better organized in pursuing those goals.^[24] Diaz^[25] reveals that students need to develop a positive academic self-concept through internalization of their social image in order to fulfill their goals. Tom and colleagues^[12] further indicate that the diversity in socio-cultural background and language differences of both students and teachers might influence the academic performance of nursing students. It is within that diversity of culture, background and language that the teacher tries to facilitate learning for all the students but some students portray attitudes towards the teachers according to Pinehas and colleagues.^[26] Some students “bully” their teachers or call them “names” which leads to the student to develop an attitude towards the teacher and in turn leads to poor academic performance.^[26] Moreover, students who lack self-discipline and self-confidence are likely to acquire problem behavior from their peers such as absenteeism, substance abuse and paying less time on their school work which influences their academic performance.^[27] Lack of self-discipline among students results in poor student-teacher relationship, time wastage for both undisciplined and disciplined students, ineffective learning and poor peer adjustment.^[28] To aid in the students interest, motivation and attitude in any module,

teachers need to observe the students way and method in following learning process and participation in class activities.^[29]

Poor performance or failure in class is likewise influenced by school-related factors. In this study, school-related factors have been found to have an extensive impact on the academic performance of student nurses. These factors include the availability and perceived quality of learning facilities such as the library, computer, laboratories as well as academic policies implemented by the university. Schools without basic facilities and resources such as prescribed textbooks often have low academic performance.^[30] Owoeye and Yara^[31] stipulate that the main purpose of a school library is to make all books, periodicals and other reproduced materials available to the students. They further indicated that school libraries may not be effective if the books therein are not adequate and up to date. The library environment should have comfortable chairs and rich in literature with plenty of books, computers and other learning aids that help the student to perform well and that they may need sufficient space for their study so that they do not need to squeeze themselves together.^[32] Studies show that the students will not perform well academically if the environment has an uncomfortable temperature because the students' concentration deteriorates, feel either tired or drowsy and their cognition, intellectual productivity and creativeness will be affected.^[33] Physical learning environment such as inadequate heating and air conditioning has an influence on the students' learning and academic performance no matter how skilled and effective the teacher is^[34] and that a helpful environment facilitates learning, therefore teachers and administrators should provide students with such environment.^[35] Such a result is supported by the study of Uline and Tschannen-Moran^[36] which noted that school facilities affect teacher recruitment, retention, commitment and effort. Likewise, school facilities affect health, behavior, engagement and improvement in academic performance. Thus, policymakers, educators and business enthusiasts are now focused on the need to ensure that 21st century skills and values such as teamwork, collaboration and effective communication are strengthened among students.

This study likewise reveals a significant difference in the extent of effect the identified factors have on the academic performance of the student nurses. Only gender was found to have a significant effect on the performance of the respondents. The other factors such as type of school, age, year level, marital status, and socio-economic status had no significant influence on the academic performance of the said respondents. These findings are in agreement with several other studies. The study conducted by Farooq and col-

leagues^[2] for instance reveals that female students perform better academically than males. The reason for this according to Leonard and Jiang^[37] is because females have better study skills. Wainer and Steinberg^[38] added that females work harder and attend more frequently than males. Wan Chik and colleagues^[39] also revealed in his study that gender was the only predictor of academic performance. Female diploma nursing students in Pakistan also performed significantly better than males in a second and third year licensing exam.^[40]

Contrary to those studies above and the finding of this study, three studies found no correlation between gender and academic performance. These included the outcomes of program performance in Italy,^[41] science course results in Australia^[42] and first time passing the NCLEX-RN in the US.^[43]

In the Middle East, gender segregation is socially acceptable, allowed and represented through varied structures of the government.^[44] In open or public places such as schools, hospital wards for instance, people of different gender cannot intermingle. In such spaces, there are varied physical environments that are zoned out for females and males. Women, including female nurses cannot work or interact alongside male nurses in a number of settings except when it is absolutely essential. Normally, women are allowed into careers such as teaching and social work. Such a limitation in the opportunities given to females has likewise been noted by Aldossary and colleagues.^[45] Aldossary^[45] stated that females cannot drive a car or ride alone. Thus, females are wholly dependent on males for their transportation. Despite the above-given limitations imposed upon women, women are also provided with some privileges. They are permitted to establish and manage their own business, invest any resources they have and acquire and possess properties.

Whereas, males represent less than 10% of the nursing workforce in developed countries. Thus promoting academic support for male nursing students may help increase the number of registered male nurses in the nursing workforce. Because of this nurse shortage and the need for Arabic speakers, male nurses according to Durrani^[46] are closing the gap despite cultural reasons that often restrict a male nurse in treating male patients. Ironically, a lot of hospitals prefer female nurses; however, since some female nurses have limited or have no facility of the Arabic language, male nurses who speak Arabic are accepted.

It can be concluded that the academic performance of students is influenced by external factors such as teaching and learning related factors, insufficient resources, lack of university accommodation, curriculum related factors and so-

cioeconomic factors as well as internal factors such as students' attitude and lack of self-discipline.^[26] An intervention program has to be carefully planned and implemented by school administrators and faculty. As stated by Pinehas and colleagues,^[26] the assessment will include students' time management skills, study skills, stress management skills, expectation of nursing school and the nursing field from the student, family responsibilities of the student, access to tech-

nology and the student's activities outside the school. Such assessment can assist teachers to give more support to the students so that they can develop effective study skills and complete their study within allocated time frame. The said intervention program aims to help improve the respondents' academic performance and ultimately their lives.

CONFLICTS OF INTEREST DISCLOSURE

The authors declare that there is no conflict of interest.

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