

A STUDY TO ASSESS FACTORS INFLUENCING ACADEMIC PERFORMANCE AMONG B.SC. NURSING STUDENTS IN A VIEW TO DEVELOP AN INFORMATION BOOKLET ON COPING STRATEGIES IN SELECTED COLLEGES OF THE CITY.

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ABSTRACT

Introduction: Academic problems occur when students experience mental pressure due to the inability to meet academic demands. These demands include performing well in examinations, answering questions in class, and showing consistent progress in various subjects. Academic difficulties are prevalent across both developing and developed nations. **Objectives:** The present study aims to assess the factors influencing academic performance among B.Sc. Nursing students. It also seeks to find the association between sociodemographic variables and the factors impacting their academic performance. Based on the assessment of academic problems, the study further intends to develop an information booklet on coping strategies to support and enhance students' academic outcomes. **Material and Methods:** A quantitative descriptive research approach with a non-experimental design was used. A total of 140 B.Sc. Nursing students were selected using a non-probability convenience sampling technique. Data were collected through a structured questionnaire. **Results:** Among the 140 samples, 4 students (2.85%) showed mildly influencing factors, 118 students (84.28%) had moderately influencing factors, and 18 students (12.85%) experienced severely influencing factors affecting their academic performance. **Conclusion:** The study concluded that the majority of B.Sc. Nursing students experience factors that moderately influence their academic performance. A smaller proportion faced severe or mild influences. These findings highlight the need for supportive coping strategies to enhance academic success among nursing students.

Keywords: factors, academic performance, information booklet, coping strategies

INTRODUCTION

In India, the structure and demands of the educational system have exerted considerable pressure on young learners. Children at a very early developmental stage are often required to identify various objects and demonstrate basic social etiquette as prerequisites for admission into kindergarten. Admission is frequently contingent not only upon the child's performance in such assessments but also on the perceived financial stability of the parents. The predominantly theoretical nature of the curriculum fosters a mechanistic approach to learning, with limited opportunities for the practical application of acquired knowledge. Consequently, students with lower academic aptitude frequently struggle to cope with the system's rigid expectations, leading to increased dropout rates.¹ Globally, nations allocate substantial financial resources to the education sector, recognizing its pivotal role in societal development. However, research consistently indicates that approximately 10%

to 20% of the student population suffers from psychological issues such as stress, anxiety, and depression at any given time.

With a significant rise in the number of students pursuing higher education and the rapid advancement of science and technology, the educational landscape is undergoing profound transformation. Nevertheless, several studies reveal a growing sense of disillusionment among youth regarding higher education. Many young individuals report a lack of confidence in the system, citing unmet expectations at the university level, the perceived inadequacy of education in securing employment, and a range of psychological and general life challenges.²

A study conducted by Uludağ University in Turkey highlights the challenges encountered by newly admitted students. The findings reveal that these students often face a complex set of problems, including difficulties in adapting to new academic environments, managing increased workloads, navigating interpersonal relationships, and coping with psychological stressors associated with the transition from secondary to higher education.³

NEED OF THE STUDY

Empirical evidence indicates that academic stress is significantly associated with decreased psychological well-being and an elevated risk of developing anxiety and depressive disorders. Furthermore, students experiencing high levels of academic stress often demonstrate reduced academic performance. According to a survey conducted by the National Council of Educational Research and Training (NCERT), approximately 81% of students in India identified academic-related factors as their primary source of anxiety and stress. Supporting these findings, a 2020 study conducted at the University of Coruña, Spain, involving 1,072 university students, revealed that promoting adaptive and flexible coping strategies may enhance students' self-efficacy and contribute to improved psychological resilience in academic settings.⁴

A significant proportion of students perceive much of their academic learning as novel and unfamiliar, which poses challenges for adaptation. Inadequate coping mechanisms can lead some students to experience heightened psychological distress, including depression and mental stress. Undergraduate students, in particular, are frequently exposed to a wide range of academic and personal demands that may adversely affect their overall well-being. Many of these students reside away from their families in unfamiliar urban environments, which can exacerbate their vulnerability to academic stress and increase the likelihood of experiencing mental health issues.

Understanding the nature and scope of academic challenges faced by undergraduate students is essential for developing effective coping strategies, interventions, and support systems. Academic difficulties may stem from various sources, including learning disabilities, underachievement, insufficient attention from educators, and experiences of bullying. These challenges can negatively impact academic performance and persist across all educational levels, from primary schooling through higher education.

Academic anxiety, in particular, has been shown to hinder student performance. Early identification and intervention are critical; when teachers and parents are equipped to recognize the signs of anxiety in students and provide appropriate support, the risk of more severe academic and psychological consequences can be significantly reduced.

AIM OF THE STUDY

To assess factors influencing academic performance among B.Sc. Nursing students in a view to develop an information booklet on coping strategies in selected colleges of the city .

RESEARCH METHODOLOGY

Objectives

1. To assess the factors influencing academic performance among B.Sc. Nursing students.
2. To find out the association between sociodemographic variables and factors influencing academic performance among B.Sc. Nursing students.
3. To develop an information booklet on coping strategies after assessing the academic problems.

Research design: The research design used in this study is non experimental research design study.

Research Approach: The research approach adopted for the present research is Quantitative Descriptive Research approach because the study aimed to assess academic problem faced by BSc. nursing students with the view of developing information booklet on coping strategies at selected college of city.

Research setting: The study was conducted at selected colleges of nursing on BSc Nursing students.

Sample: In this study, the population consisted of 140 students who are perusing their study in Basic B.Sc nursing.

Sample size: 140

Sampling technique: The sampling technique used in the study was purposive sampling technique. The investigator preferred to choose this sampling technique because of the constrain of time and in order to complete the data collection within the stipulated time.

Data collection technique and tool: The present study was aimed to assess academic problem faced by newly admitted BSc. nursing students and coping strategies used by them for selected college of city. Thus, a structured questionnaire tool was prepared and used for data collection.

Development of the tool:

Based on the objectives of the study, the structured questionnaire prepared to assess academic problem faced by newly admitted B.Sc. nursing students.

Section 1-

This deals with demographic data of the sample. In this section there were total four items, which includes age, gender, year of studying, spoken language, area of living, percentage in previous exam.

Section 2-

In this section structured questionnaires were used “to assess the academic problems faced by newly admitted BSc nursing students”. A total 30 knowledge questions are included and the score was calculated by likert scale.

- Strongly agree (5)
- Agree (4)
- Neutral (3)
- Disagree (2)
- Strongly disagree (1)

Statistical analysis: A study was conducted to assess the factors influencing academic performance among B.Sc. Nursing Students and with the help of questionnaire the data was collected regarding factor influencing academic performance.

RESULTS

Section 1: Table no. 1 Represents the frequency and the percentage of the demographic variables of the Study samples.

N= 140

Sr. No	Demographic Variables	Frequency	Percentage
1.	Age		
	18-19	24	17.14%
	20-21	87	62.14%
	22-23	29	20.71%
2.	Year of Studying		
	1 st Year	50	35.71%
	2 nd Year	45	32.14%
	3 rd Year	39	27.85%
	4 th Year	6	4.28%
3.	Spoken Language		
	English	45	35.14%
	Hindi	5	3.57%
	Marathi	79	56.42%
	English, Hindi, Marathi	6	4.28%
	English and Marathi	4	2.85%
	English, Hindi, Marathi and other languages	1	0.71%
4.	Area of Living / Accommodation		
	Home	36	25.71%
	Hostel	68	48.57%
	PGs (Paying guests)	36	25.71%
5.	Status of Previous qualifying exam		
	Passed	124	88.57%
	Failed	16	11.42%
6.	If passed then percentage in previous qualifying exam		
	40-50	4	2.85%
	51-60	10	7.14%
	61-70	45	32.14%
	71-80	35	25%
	81-90	21	15%
	91-100	9	6.42%

The above table indicates the frequency and percentage of the demographic variables of the B.Sc Nursing students. It includes frequency and percentage of demographic variables such as age, year of studying, spoken language, area of living or accommodation, status of previous qualifying exam and percentage in previous qualifying exam.

Section 2: Table no. 2 The following table represents the factors influencing academic performance among B.Sc. Nursing students.

N=140

Sr. no.	Factors influencing Score	Frequency	Percentage
1.	Mildly Influencing factors (25-41)	4	2.85%
2.	Moderately influencing factors (42-83)	118	84.28%
3.	Severely Influencing factors (84-125)	18	12.85%

Factors influencing academic performance among B.Sc. Nursing students.

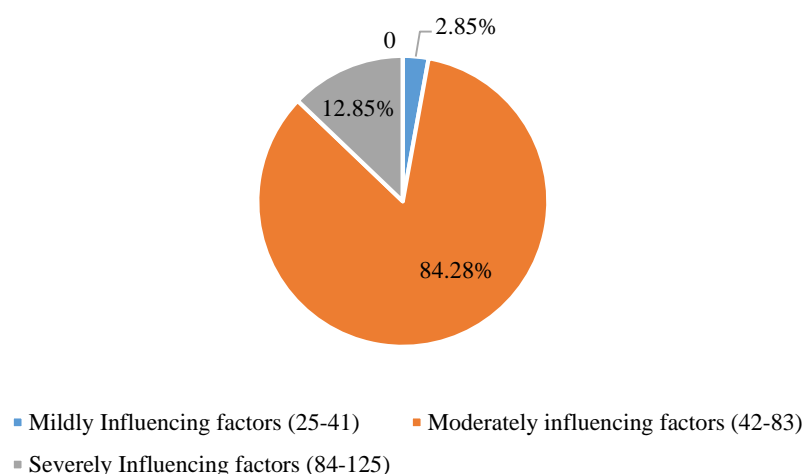


Fig.1 Factors influencing academic performance among B.Sc. Nursing students.

The above data represents the Factors influencing academic performance among B.Sc Nursing Students in which the maximum students are having moderately influencing factors which is 84.28%. The mildly influencing factors are 2.85% and the severely influencing factors are 12.85%.

Section 3: In this section the association of demographic variables with factors influencing academic performance among B.Sc. Nursing Students is analyzed. The analysis shows that the calculated chi-square value (0.89) of demographic variable is less than the table value. It can be interpreted that there is no significant association between Age and factors influencing academic performances. With that the calculated chi-square value (6.23) of demographic variable year of studying is less than the table value. It can be interpreted that there is no significant association between Year of Studying and factors influencing academic performances. Along with, the calculated Chi-Square value of Demographic variables- Spoken Language, Area of living or Accommodation, Status of previous qualifying exam and percentage in previous qualifying exam is 6.042, 4.72, 1.02, 11.29 respectively, which is less than the table value.

For the Comparison of all variables with factors influencing academic performance i. e for demographic variables, the calculated P value was < 0.05 in terms of age, year of studying, Spoken language, Area of living or accommodation, Status of previous qualifying exam and if passed then

percentage in previous qualifying exam . This indicated that the demographic variables were not significantly associated with factors influencing academic performance.

DISCUSSION

The study aimed to explore and describe factors influencing academic performance among B.Sc. Nursing students. A sample of 140 students from a selected college was assessed. The research tool's validity and reliability were confirmed, and a pilot study with 10 participants ensured sample availability for the final study.

Major Findings:

Section 1: Demographics Most students were aged 20–21 years, with hostel accommodation being most common. Majority were 1st-year students, primarily speaking Marathi. A high percentage had passed previous exams with 71–80% marks. These findings align with similar studies conducted in Maharashtra, Mumbai, and Haryana. **Section 2: Factors Influencing Academic Performance** The majority (84.28%) of students reported moderate influencing factors, 12.85% experienced severe factors, and 2.85% mild factors. Comparable research at the Lahore School of Nursing found student-related factors like gender, age, and marital status significantly impacting academic performance.

Section 3: Association with Sociodemographic Variables

No significant association was found between academic performance and variables like age, year of study, spoken language, accommodation, or previous academic results. Similar findings were noted in a study at Saroj Lalji Mehrotra Global Nursing College, Rajasthan, which reported significant associations only with age and year of study.

CONCLUSION

A study was conducted to assess the factors influencing academic performance among B.Sc. Nursing students. Data were collected using a detailed questionnaire covering different aspects that might affect students' academic success. The analysis showed that 84.28% of students experienced moderately influencing factors, while 12.85% faced severe challenges, and 2.85% had only mild influences. This indicates that a large proportion of students deal with various obstacles that impact their academic achievements. The study identified five major categories affecting performance: environmental factors such as living conditions and study environment; self-related factors like motivation, time management, and emotional health; family factors including support and financial stability; factors related to the course, syllabus, and clinical exposure; and language difficulties, particularly in understanding and communicating effectively in English. These findings suggest that academic performance is rarely affected by a single issue but rather by a combination of interconnected factors. Therefore, there is a critical need for providing students with efficient coping strategies. Training in stress management, study techniques, language skills, and emotional resilience could greatly enhance their ability to manage challenges and perform better academically. Developing structured support systems within educational institutions can further help students overcome these influencing factors and achieve academic success.

Recommendations:

The following recommendations are suggested:

1. A similar study can be conducted on large samples.
2. A comparative study can be conducted between government nursing colleges and private nursing colleges.
3. A similar study can be done on other fields of medical sciences such as MBBS, BAMS, BHMS, BUMS, BPth, etc.
4. A similar study can be conducted on other streams students such as Arts students, commerce students, engineer students, etc.

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