



To Compare The Mean Rank Values Between Selected Academic Variables And Factors Affecting The Performance Of Undergraduate Nursing Students

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ABSTRACT

Factors impacting their academic achievement include the diverse conditions and conflicts they confront. Objective this research aims to identify the elements that have an impact on the academic achievement of undergraduate nursing students in a subset of Indore's nursing schools. Which includes descriptive and inferential analytic tools such the Mann-Whitney U and Kruskal-Wallis's test? In the first year of B.S.N., the majority of students had percentages of 61% and 75% in the 10th and 12th standards, respectively.

Keywords: Academic, Factors Affecting, Undergraduate, Nursing and Students

INTRODUCTION

Unmet health objectives and a healthcare system in flux characterize India today. Reasons for this include, but are not limited to, changes in population makeup, improvements in healthcare technology, a focus on profits above all else, increased immigration, job consolidation, the education-service divide, and the economic downturn. Despite nursing's lengthy history as a distinct profession, it remains submissive to the medical establishment (WHO). The role of the nurse is to encourage teamwork amongst various members of the healthcare team, including physicians, paramedical workers, and others. The many difficult obstacles that nurses encounter on the job make them less effective at providing high-quality treatment to patients, which in turn brings disrepute to the healthcare facility in question.

An overworked workforce is a direct result of a shortage of high-quality care and a shrinking workforce, both of which contribute to increased rates of illness and death. Everyone should be able to rely on a strong healthcare system that provides them with competent, enthusiastic, and encouraging nurses. To try to establish a better task force for higher quality care for everyone, it is necessary to emphasise the significance of nurses in healthcare. Nevertheless, nurses have certain obstacles within the current healthcare system. These difficulties stem from problems on a national, state, and organisational level. In order to effectively address the many challenges that nurses encounter, it is crucial to identify and comprehend all of these obstacles. Not only that, but we must also discover ways to lessen their impact. However, personnel shortages are exacerbated by the fact that fewer students choose to become nurses due to these issues, which is a major problem in the nursing profession. When they find better pay, working conditions, and respect in another country, they leave.

REVIEW OF LITERATURE

Sumeera (2024) Students with anxiety often struggle to focus on their studies and get adequate outcomes on exams. This research set out to investigate whether aspects of anxiety affected students' academic performance at Larkana State University. To delve further into its components and their impacts on students' grades, the researchers used a qualitative research approach, more especially a case study. The data for this research was collected via semi-structured interviews. In this study, students at HEI Larkana were considered as a whole, and a purposeful sample of five to fifteen students struggling with anxiety, friends of researchers, and others served as the sample. The themes were extracted from the data via analysis. According to the results of this research, students' academic performance suffers when they experience anxiety, which manifests itself in a variety of ways, including but not limited to: lack of focus or motivation, exhaustion, isolation, fear, and panic attacks. Having said that, the research did not provide many methods for pupils to conquer their nervousness. The study's authors urged students to have a good outlook, stay focused, and keep oneself occupied with constructive activities.

Herrera, Melody. (2019). High school pupils in Luna, Apayao had their mathematical skills evaluated to see how the identified variables affected their grades. There was a statistically significant correlation between their academic achievement and both their age and the track or strand they were in. In a similar vein, their academic achievement is highly correlated with class size and the impact or factor of their peers.

Mohammad Ali Jinnah (2012) Factors impacting the performance of college students are the subject of several empirical investigations. Findings from this study suggest a connection between students' outlines of their approaches to communication, learning facilities, appropriate supervision, and family stress and their success on intermediate examinations. Data and information gathered from assessments given to students at a selection of private universities formed the basis of the student profile used in this study.

Lokhande (2021) Nowadays, it's crucial to integrate technology into education due to its ever-expanding fields of use and exponential development. A subset of data mining, Knowledge Discovery in Databases (KDD) is one such use. Known as "KDD," the field focuses on discovering new and valuable patterns and information inside databases. This research delves further into the usage of KDD to determine the reasons for a subset of students' superior performance and the elements that contributed to their overall success. Using data from sixteen distinct characteristics, the research examines 480 pupils. The writers used four main classification methods: XGB classifier, Decision Tree, Random Forest, and Logistic Regression. In order to provide a baseline for future research, the study extracts the most important aspects from the best ML algorithms that significantly affect the student's performance. Patterns in the data are revealed via further data analysis. According to the study's findings, universities and other relevant entities should evaluate a wide range of non-academic issues that impact students' overall performance.

Wu, Hong & Bai (2024) Students' academic success and future career prospects in school are profoundly affected by the school Programme. Examining how students saw their academic performance and how it affected their employability was the primary goal of the research. Students in China majoring in English who were unhappy with their grades and felt their course didn't prepare them for the workforce were the subjects of the research. Contrary to popular belief, many students think there is a large demand for their major and would have no trouble finding work in a private school. Indicators such students' preparedness for employment in an educational setting, instructors' roles in educating students, and students' self-confidence in their abilities were all areas where they differed. Because of the association between the two, the research found that a student's academic record greatly affects their capacity to grow in the education sector.

RESEARCH METHODOLOGY

In order to determine what variables, have an impact on undergraduate nursing students' performance, this study used a non-experimental descriptive research strategy. Assuming no intentional manipulation of factors or control over the study environment, description denotes the natural observation of research participants' features. Students from 20 chosen nursing schools in Maharashtra's five districts who took the first-year university entrance exams The selection of 550 nursing students is the last stage in effectively extrapolating the data. From among 550 undergraduate nursing students, those who fulfilled the inclusion requirements will choose one.

DATA ANALYSIS

Table 1: Frequency and percentage distribution of undergraduate nursing students according to personal related factors. n=500

1.	Personal related factors affecting performance	SA (5)	A (4)	U (3)	DA (2)	SDA (1)
		F (%)	F (%)	F (%)	F (%)	F (%)
1.1	I have good relationship with students and teachers.	220 (44%)	241 (48.2%)	30 (6 %)	3 (0.6%)	6 (1.2%)
1.2	I am always open to suggestions and opinions.	132 (26.4%)	271 (54.2%)	66 (13.2%)	25 (5%)	6 (1.2%)
1.3	I Feel sleepy in the class.	46 (9.2%)	83 (16.6%)	114 (22.8%)	180 (36%)	77 (15.4%)
1.4	I Feel hungry in class.	53 (10.6%)	148 (29.6%)	98 (19.6%)	143 (28.6%)	58 (11.6%)
1.5	I find difficulty in seeing.	37 (7.4%)	49 (9.8%)	56 (11.2%)	195 (39%)	163 (32.6%)
1.6	I have difficulty in hearing.	12 (2.4%)	37 (7.4%)	44 (8.8%)	189 (37.8%)	218 (43.6%)
1.7	I feel difficulty in breathing.	20 (4%)	39 (7.8 %)	18 (3.6%)	181 (36.2%)	242 (48.4%)

The evaluation of variables connected to the individual is shown in Table 1. When it comes to the personal aspects, the survey found that 271 students (54.2% of the total) agree that they are always receptive to feedback and ideas, 241 students (48.2% of the total) report having positive relationships with both their classmates and instructors, and 148 students (29.6% of the total) report feeling hungry while in class. While 242 students (48.4% of the total) reported feeling drowsy in class, 195 students (39%) disagreed and 180 students (36%) reported having trouble seeing. Concerning their

respiration, 218 people (or 43.6% of the total) strongly disagree, while 218 people (or 4.3% of the total) report hearing loss.

Table 2: Frequency and percentage distribution of undergraduate nursing students according to study habits related factors n=500

2.	Study habits related factors affecting performance	SA (5)	A (4)	U (3)	DA (2)	SDA (1)
		F (%)	F (%)	F (%)	F (%)	F (%)
2.1	I study only when there is a quiz and test.	83 (16.6%)	127 (25.4%)	76 (15.2%)	156 (31.2%)	58 (11.6%)
2.2	I feel tired, bored and sleepy while studying.	52 (10.4%)	114 (22.8%)	119 (23.8%)	150 (30%)	65 (13%)
2.3	I prefer listening FM, watching video on mobile while studying.	48 (9.6%)	80 (16%)	69 (13.8%)	160 (32%)	143 (28.6%)
2.4	I am lazy to study.	42 (8.4%)	73 (14.6%)	87 (17.4%)	176 (35.2%)	122 (24.4%)
2.5	I am disturbed when studying.	45 (9.2%)	104 (20.8%)	80 (16%)	182 (36.4%)	89 (17.8%)
2.6	I have no time to study at home	46 (9.2%)	73 (14.6%)	65 (13%)	193 (38.6%)	123 (24.6%)
2.7	I study only when I like.	125 (25%)	189 (37.8%)	46 (9.2%)	92 (18.4%)	48 (9.6%)
2.8	I don't have a comfortable place to study	49 (9.8%)	101 (20.2%)	49 (9.8%)	196 (39.2%)	105 (21%)
2.9	I copy the assignments from friends.	47 (9.4%)	71 (14.2%)	90 (18%)	153 (30.6%)	139 (27.8%)

The evaluation of elements linked to study habits is shown in Table 2. When asked about their study habits, 189 students (or 37.8%) said that they only study when they feel like it, whereas the next most common response was Out of the total number of students surveyed, 196 (or 39.2%) said they don't have a quiet place to study, 193 (or 38.6%) said they don't have enough time to study at home, 182 (or 36.4%) said they aren't disturbed when studying, 176 (or 35.2%) said they are too lazy to study, 160 (or 32%) said they listen to music or watch videos on their phones instead, 156 (or 31.2% of the total) study only for quizzes and tests, 153 (30.6% of the total) said they steal homework from friends, and 150 (30%) said they're bored or drowsy when they have to study.

Table 3: Frequency and percentage distribution of undergraduate nursing students according to home related factors n=500

3.	Home related factors affecting performance	SA (5)	A (4)	U (3)	DA (2)	SDA (1)
		F (%)	F (%)	F (%)	F (%)	F (%)
3.1	I live far from the college. (more than 5 km)	107 (21.4%)	156 (31.2%)	30 (6.0%)	134 (26.8%)	73 (14.6%)
3.2	I don't live with my parents.	128 (25.6%)	139 (27.8%)	16 (3.2%)	81 (16.2%)	136 (27.2%)
3.3	I live near the college. (within 5 km radius)	97 (19.4%)	145 (29.0%)	33 (6.6%)	120 (24%)	105 (21%)
3.4	Both my parents are working.	100 (20%)	150 (30%)	34 (6.8%)	141 (28.2%)	75 (15%)
3.5	I do too much of household work	52 (10.4%)	105 (21%)	99 (19.8%)	152 (30.4%)	92 (18.4%)
3.6	I have many brothers and sisters to look after.	46 (9.2%)	90 (18%)	53 (10.6%)	168 (33.6%)	143 (28.6%)

Table 3: shows the evaluation of elements connected to the house. When it comes to home-related factors, 156 students (31.2%) agreed that they live far from college, 150 students (30%) that both parents are working, 145 students (29%), and 139 students (27.8%) that they don't live with their parents. On the other hand, 168 students (33.6%) disagreed that they have a lot of siblings to take care of, and 152 students (30.4%) that they do too much housework.

Table 4: Frequency and percentage distribution of undergraduate nursing students according to college factors.

4.	College related factors affecting performance	SA (5)	A (4)	U (3)	DA (2)	SDA (1)
		F (%)	F (%)	F (%)	F (%)	F (%)
4.1	The time schedule is followed in teaching.	115	253	62	43	27
		(23%)	(50.6%)	(12.4%)	(8.6%)	(5.4%)
4.2	There are many extracurricular college programs.	76	216	89	68	51
		(15.2%)	(43.2%)	(17.8%)	(13.6%)	(10.2%)
4.3	There are adequate library references.	125	253	53	49	20
		(25 %)	(50.6%)	(10.6%)	(9.8%)	(4.0%)
4.4	There is enough space in the library.	99	220	62	84	35
		(19.8%)	(44.0%)	(12.4%)	(16.8%)	(7 %)
4.5	There is fast internet access in the library.	53	106	64	145	132
		(10.6%)	(21.2%)	(12.8%)	(29%)	(26.4%)
4.6	Classroom is comfortable enough.	101	255	54	47	43
		(20.2%)	(51%)	(10.8%)	(9.4%)	(8.6 %)
4.7	Location of classrooms is convenient.	85	256	65	57	37
		(17.0%)	(51.2%)	(13.0%)	(11.4%)	(7.4%)

The evaluation of aspects pertaining to higher education is shown in Table 4. In terms of college factors, 256 students (51.2%) agreed that the classrooms were conveniently located, 255 students (51%), that the classrooms were comfortable enough, 253 students (50.6%) that the class followed a strict schedule, and 220 students (44%), that the library had enough space, 216 students (43.2%) that there were many extracurricular programmes, and 145 students (29%) that the library did not have fast internet.

Table 5: Frequency and percentage distribution of undergraduate nursing students according to teacher related factors n=500

5.	Teacher related factors affecting performance	SA (5)	A (4)	U (3)	DA (2)	SDA (1)
		F (%)	F (%)	F (%)	F (%)	F (%)
5.1	Teachers have mastery of the subject matter.	130	234	85	39	12
		(26%)	(46.8%)	(17%)	(7.8%)	(2.4%)
5.2	Teachers discuss many topics in a short period of time.	78	199	114	86	23
		(15.6%)	(39.8%)	(22.8%)	(17.2%)	(4.6%)
5.3	Teachers use audio/visual aids.	104	230	57	77	32
		(20.8%)	(46.0%)	(11.4%)	(15.4%)	(6.4%)
5.4	Teachers give too much memory work.	77	192	106	101	24
		(15.4%)	(38.4%)	(21.2%)	(20.2%)	(4.8%)
5.5	Teachers provide varied activities.	78	244	98	59	21
		(15.6%)	(48.8%)	(19.6%)	(11.8%)	(4.2%)
5.6	Teachers use lecture method only.	81	171	75	143	36
		(16.2%)	(34.2%)	(15.0%)	(28.6%)	(6.0%)
5.7	Teachers always scold students.	45	77	136	156	86
		(9.0%)	(15.4%)	(27.2%)	(31.2%)	(17.2%)
5.8	Teachers are frequently out/absent from class	36	72	83	187	122
		(7.2%)	(14.4%)	(16.6%)	(37.4%)	(24.4%)
5.9	Teachers are always late.	42	34	67	204	153
		(8.4%)	(6.8%)	(13.4%)	(40.8%)	(30.6%)

Table 5 displays the criteria associated to the evaluation of educators. Among the teacher-related factors, the majority of students (244) believe that their teachers offer a variety of activities; 234 (46.8%) believe that their teachers are knowledgeable in the subject matter; 230 (46%) believe that their teachers make use of audiovisual aids; 199 (39.8%) believe that their teachers cover a lot of ground in a short amount of time; 192 (38.4%) believe that their teachers assign too much memorization work; and 171 (34.2%) believe that their teachers rely solely on the lecture method. The majority of students (204 out of 40.8%), 187 out of 37.4%, and 156 out of 31.2%, respectively, dispute that professors are consistently tardy, seldom present, or chastise pupils.

Table 6: Frequency and percentage distribution of undergraduate nursing students according to peer factors.

6.	Peer related factors affecting performance	SA (5) F (%)	A (4) F (%)	U (3) F (%)	DA (2) F (%)	SDA (1) F (%)
6.1	Most of my friends in college perform well in examinations.	121 (24.2%)	234 (46.8%)	67 (13.4%)	60 (12%)	18 (3.6%)
6.2	My friends encourage me to work hard in the college.	156 (31.2%)	254 (50.8%)	43 (8.6%)	34 (6.8%)	13 (2.6%)
6.3	My friends affect my academic work positively.	121 (24.2%)	246 (49.2%)	58 (11.6%)	54 (10.8%)	21 (4.2%)
6.4	My friends make fun of students who try to do well in college.	82 (16.4%)	124 (24.8%)	76 (15.2%)	143 (28.6%)	75 (15%)
6.5	I spend most of my time in college with friends discussing academic work/revising for examination	118 (23.6%)	229 (45.8%)	73 (14.6%)	49 (9.8%)	31 (6.2%)
6.6	My friends are alcoholics / drug addicts.	26 (5.2%)	35 (7%)	41 (8.2%)	127 (25.4%)	271 (54.2%)
6.7	Most of my friends are disciplined in college and at home	111 (22.2%)	196 (39.2%)	84 (16.8%)	69 (13.8%)	40 (8%)
6.8	My friends attend college regularly.	179 (35.8%)	217 (43.4%)	46 (9.2%)	32 (6.4%)	26 (5.2%)
6.9	My friends engage in sexual relations.	26 (5.2%)	23 (4.6%)	55 (11%)	130 (26%)	266 (53.2%)
6.10	My friends sneak out of the college.	35 (7%)	58 (11.6%)	98 (19.6%)	157 (31.4%)	152 (30.4%)

Table 6 shows the results of the variables connected to peers that were evaluated. When it comes to the influence of peers, most students agree that: 254 (or 50.8%) of their friends push them to do well in college, 246 (or 49.2%) have a positive effect on their academic work, 234 (or 46.8%) do well on exams, 229 (or 45.8%) spend most of their time in college talking about or studying for exams, 217 (or 43.4% of their friends) are regular college attendees, and 196 (or 39.2% of their friends) are disciplined both at home and on campus. Although most people don't believe that 157 students (31.4%) skip out of class and 143 students (28.5%) make fun of those who work hard in college, most people also don't agree that 271 students (54.2%) are alcoholics or drug addicts and 266 students (53.2%) have sexual relations with their friends.

Table 7: Frequency and percentage distribution of undergraduate nursing students according to parental pressure factors. N=500

7.	Parental pressure related factors affecting performance	SA(5) F (%)	A(4) F (%)	U(3) F (%)	DA(2) F (%)	SDA(1) F (%)
7.1	Making my parents proud is a priority in my life.	300 (60 %)	151 (30.2%)	28 (5.6%)	14 (2.8%)	7 (1.4%)
7.2	It is my duty as a son or daughter to meet my parents' expectations.	316 (63.2%)	134 (26.8%)	27 (5.4%)	18 (3.6%)	5 (1.0%)
7.3	Making my parents happy is more important than making myself happy.	306 (61.2%)	130 (26.0%)	24 (4.8%)	24 (4.8%)	16 (3.2%)
7.4	It is my responsibility to care of my parents.	361 (72.2%)	100 (20.0%)	20 (4.0%)	9 (1.8%)	10 (2.0%)
7.5	I have argued with my parents about academics in the past.	64 (12.8%)	106 (21.2%)	80 (16.0%)	136 (27.2%)	114 (22.8%)
7.6	I am honest with my parents when they ask about my academic performance.	277 (55.4%)	158 (31.6%)	25 (5.0%)	25 (5.0%)	15 (3.0%)
7.7	I find it difficult to live up to my parents' academic expectations.	62	111	112	133	82

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		(12.4%)	(22.2%)	(22.4%)	(26.6%)	(16.4%)
7.8	I feel pressure from my parents to do well in the college.	33 (6.6%)	78 (15.6%)	56 (11.2%)	160 (32.0%)	173 (34.6%)
7.9	I worry about disappointing my parents.	123 (24.6%)	181 (36.2%)	56 (11.2%)	82 (16.4%)	58 (11.6%)
7.10	I feel upset when my parents value others	94 (18.8%)	150 (30.0%)	81 (16.2%)	93 (18.6%)	82 (16.4%)

Table 7 displays the results of the factor analysis pertaining to parental pressure. There was a strong consensus among students that they should take care of their parents (361 or 72.2% of the total), fulfil their parental expectations (316 or 63%), priorities their parents' happiness over their own happiness (306 or 61.2% of the total), make their parents proud (300 or 60.2% of the total), and be honest with them about how they were doing in school (277 or 55.4% of the total). Of the pupils surveyed, 181 (or 36.2%) expressed concern about failing their parents, and 150 (or 30%) expressed anger when their parents placed more weight on other people. Although 173 people (or 34% of the total) strongly disputed that their parents put pressure on them to succeed academically in college, 136 people (or 27.2% of the total) denied that they had ever clashed with their parents over schoolwork, and 133 people (or 26.6% of the total) found it difficult to meet their parents' academic standards.

CONCLUSION

Therefore, to help bridge the gap between juniors and seniors, the research suggests that there should be induction programmes, fresher parties, free contact with seniors, and study resources for mentor mentees. In order to raise their students' performance, nursing schools should provide workshops on topics such as time management, character development, and ways to advance in one's profession. Educators and administrators in the nursing field owe it to their students to offer a welcoming space where they may study in an atmosphere that sparks their interest, as well as basic necessities like food, a place to relax, and someone to talk to when they're stuck.

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