

**FACTORS AFFECTING THE ACADEMIC
PERFORMANCE OF POSTGRADUATE
NURSING STUDENTS IN SELECTED
UNIVERSITIES IN PAKISTAN**

SAIMA KOUSER

**ASIA e UNIVERSITY
2023**

FACTORS AFFECTING THE ACADEMIC PERFORMANCE OF
POSTGRADUATE NURSING STUDENTS IN SELECTED
UNIVERSITIES IN PAKISTAN

SAIMA KOUSER

A Thesis Submitted to Asia e University in
Fulfilment of the Requirements for the
Degree of Doctor of Philosophy

November 2023

ABSTRACT

A key factor in the advancement of the nursing profession is nursing education. It helps nurses develop their leadership and management abilities, giving them the chance to take on managerial and administrative responsibilities in healthcare institutions. Nursing students in Pakistan face a unique set of challenges that can impact their academic performance. An Explanatory Sequential Mix-Method study design was used to investigate the interplay of various factors that affect the academic performance of postgraduate nursing students in the selected universities in Pakistan. Building upon the exploration of factors influencing educational grades, this study further inquires strategies to address and mitigate the challenges faced by nursing students. Six medical/health sciences universities in three of Pakistan's province capital cities provided the data. 230 Masters nursing students completed an adopted questionnaire about the challenges faced by postgraduate nursing students. Academic performance was assessed using standards established by Pakistan's Higher Education Commission. Qualitative data was collected by interviewing 12 informants; an interview guide was used. Students' demographics were calculated by Mean and + SD. The grading point means differences of postgrad nursing students with demographic factors and the impact of student, institution, and supervisor factors nursing student's grades were computed by ANOVA and t-test. Significance in differences concerning age group was calculated by the Posthoc Tukey test. The relationship between demographics and students, institutional, and supervisor factors was estimated by Pearson correlation. The best predictors among four factors were identified by multiple regression analysis. Thematic analysis was carried out for qualitative data analysis. Key findings of the study indicate a significant mean difference in the academic performance of nursing students and financial support. Furthermore, employment status is found to be the best predictor amongst all student-related factors. Moreover, the qualitative findings of this study are also considerably matched with the results of quantitative analysis as qualitative data collected on the factors affecting students' academic performance during in-depth-interviews is contextualizing quantitative results. By identifying the challenges faced by this unique student population and interventional strategies, current study provides valuable insights that can inform educational organizations, Government and faculty members. This can lead to the the creation of a more supportive and enriching learning environment for postgraduate nursing students.

Keywords: Academic performance, postgraduate nursing students, student-related factors, institution-related factors, supervisor-related factors

APPROVAL

This is to certify that this thesis conforms to acceptable standards of scholarly presentation and is fully adequate, in quality and scope, for the fulfilment of the requirements for the Degree of Doctor of Philosophy

The student has been supervised by: **Professor Dr. John Arul Phillips**

The thesis has been examined and endorsed by:

Professor Dr. Esther G. Daniel
Adjunct Professor SECS
Asia e University
Examiner 1

Associate Professor Dr. Najma Naz
Associate Professor
Khyber Medical University (KMU) Pakistan University
Examiner 2

This thesis was submitted to Asia e University and is accepted as fulfilment of the requirements for the degree of Doctor of Philosophy.



.....
Professor Dr Siow Heng Loke
Asia e University
Chairman, Examination Committee
29 November 2023

DECLARATION

I hereby declare that the thesis submitted in fulfilment of the PhD degree is my own work and that all contributions from any other persons or sources are properly and duly cited. I further declare that the material has not been submitted either in whole or in part, for a degree at this or any other university. In making this declaration, I understand and acknowledge any breaches in this declaration constitute academic misconduct, which may result in my expulsion from the programme and/or exclusion from the award of the degree.

Name: Saima Kouser

saima

Signature of Candidate:

Date: 29 November 2023

ACKNOWLEDGEMENTS

I would like to express my gratitude to Allah Almighty for granting me the proficiency necessitous to complete my work. All the approbations and adorations to the Beloved Holy Prophet Hazrat Muhammad (Peace Be Upon Him), the esteemed manifestation of whom served us an illumination of knowledge and prudence.

I could go for express my acknowledgment to my respectable supervisor Prof. Dr. John Arul Phillips Dean, School of Education for his consistent and remarkable support. His judicious guidance and intellectual support substantially contributed to the proper conduct of this study. I am thankful to all respected faculty members, administrative and support staff of Asia e University for their untiring support. I am also highly grateful to my mentor and teacher Prof. Samina Kausar HOD Institute of Nursing, University of Health Sciences Lahore, who has supported my PhD journey with her expertise from beginning until the completion. Specially, I would like to pay my gratitude to my beloved parents and family. I thank you for the love and support they gave me throughout my life, and for the financial support they left for me so that I could continue my higher studies.

Special gratitude is also extended to the Heads of Nursing Department of selected health sciences universities in Pakistan for their support in the entire process of data collection.

TABLE OF CONTENTS

ABSTRACT	ii
APPROVAL	iii
DECLARATION	ii
ACKNOWLEDGEMENTS	iv
TABLE OF CONTENTS	v
LIST OF TABLES	viii
LIST OF FIGURES	x
LIST OF ABBREVIATION	xi
CHAPTER 1 INTRODUCTION	1
1.0 Background of the Study	1
1.1 Statement of the Problem	8
1.2 Objectives of the Study	11
1.3 Research Questions	12
1.4 Conceptual Framework	13
1.4.1 Academic Performance (The Dependent Variable):	14
1.4.2 Factors Affecting Academic Performance of Postgraduate Nursing Students (The Independent Variable):	16
1.5 Significance of the Study	22
1.6 Limitations of the Study	27
1.7 Operational Definitions	29
CHAPTER 2 REVIEW OF LITERATURE	32
2.0 Introduction	32
2.1 Theoretical Foundation for Current Study	36
2.1.1 Layer-1	40
2.1.2 Layer-2	44
2.1.3 Layer-3	46
2.1.4 Layer-4	48
2.2 Literature Review	50
2.2.1 Academic Performance of Postgraduate Nursing Students	50
2.2.2 Factors Affecting Academic Performance of Postgraduate Nursing Students	53
2.3 Chapter Summary	73
CHAPTER 3 METHODOLOGY	76
3.0 Overview	76
3.1 Research Design	78
3.2 Data Collection Procedure and Instrumentation	80
3.2.1 Challenges Faced by Postgraduate Nursing Student (CFPNS)	80
3.2.2 Academic Performance/Success Questionnaire	86
3.2.3 Interview Guide	88
3.2.4 Administration of the Questionnaires	90
3.2.5 Data Computing and Tabulation	94
3.3 Sample	95

3.3.1	Sampling Technique	96
3.3.2	Sample Characteristics	97
3.3.3	Study Settings	98
3.4	Ethical Considerations	98
3.5	Pilot Testing	99
3.6	Data Analysis	100
3.6.1	Quantitative Data Analysis	101
3.6.2	Qualitative Data Analysis	101
3.7	Chapter Summary	106
CHAPTER 4 FINDINGS AND DISCUSSION		107
4.0	Overview	107
4.0.1	Section-I Quantitative Data Analysis	107
4.0.2	Section-II Qualitative Data Analysis	108
4.1	Quantitative Results	109
4.1.1	Demographic Profile of Sample	109
4.1.2	Demographic Factors (Age, Gender, Marital Status, Employment Status, and Study Financial Support) of Postgraduate Nursing Students and Their Academic Performance	110
4.1.3	Best Predictor among Demographic Factors on Postgraduate Nursing Student's Academic Performance	114
4.1.4	Relationship between Demographic Factors and Students-related Factors, Institutional Factors, Supervisor-related Factors	116
4.1.5	Relationship between Students, Institutions and Supervisor's related Factors of Postgraduate Nursing Students and Their Academic Performance	128
4.2	Qualitative Results	134
4.2.1	Challenges Faced by Postgraduate Nursing Students (Major Theme-1)	137
4.2.2	Strategies and Suggestions to Resolve the Problems related to Teaching and Learning (Major-Theme-2)	145
4.3	Data Trustworthiness	152
4.4	Integration of Quantitative and Qualitative Results	154
4.5	Discussion	158
4.5.1	Overview	158
4.5.2	Section-I: Quantitative Assessment of Factors Affecting Academic Performance of Postgraduate Nursing Students	159
4.5.3	Section-II Qualitative Consideration of Factors Affecting Academic Performance of Postgraduate Nursing Students	164
CHAPTER 5 SUMMARY, CONCLUSION & IMPLICATIONS		171
5.0	Summary	171
5.1	Conclusion of the Study	173
5.2	Strengths of the Study	175
5.3	Future Implications for Students, Organizations Government & Nursing Research	176
5.3.1	For Students	176
5.3.2	For Organizations	177

5.3.3 For Government	177
5.3.4 For Nursing Research	177
REFERENCES	179
APPENDICES	205
Appendix A: Questionnaire # 01	205
Appendix B: Questionnaire # 02	216
Appendix C: Questionnaire # 03	218
Appendix D	221
Appendix E	225
Appendix F	229

LIST OF TABLES

Table		Page
3.1	Expert panel suggested changes for CFPNS	81
3.2	Guidelines for measuring students' academic performance	86
3.3	Fractional grading by HEC	87
3.4	Medical/health sciences universities of Pakistan from which data were collected	98
4.1	Analysis of demographic characteristics of the respondents	109
4.2	Academic performance and age	111
4.3	Academic performance and gender	112
4.4	Academic performance and marital status	112
4.5	Academic performance and employment status	113
4.6	Academic performance and financial study support	114
4.7	Best predictor of demographic factors	115
4.8	Age groups and factors related to students research activities	117
4.9	Age groups and student-related psychological factors	118
4.10	Age groups and student related financial factors	119
4.11	Age groups and student related socio-cultural factors	120
4.12	Age groups and institution related administrative factors	121
4.13	Age groups and institution-related academic factors	122
4.14	Age groups and institutional facilities	123
4.15	Age groups and supervisor related factors	123
4.16	Gender and factors related to students, institution and supervisor	125
4.17	Marital status and factors related to students	126

4.18	Employment status and factors related to students, institution and supervisor	127
4.19	Financial support for study and factors related to students, institution and supervisor	128
4.20	Correlation among student, institution, supervisor factors and grade point	129
4.21	Best predictor of student-related factors	131
4.22	Best predictor of institution-related factors	132
4.23	Best predictor of supervisor-related factors	133
4.24	Thematic analysis themes, sub-themes & verbatim	156

LIST OF FIGURES

Figure		Page
1.1	Conceptual framework	14
2.1	Four layers context of Perna and Thomas model	38
3.1	Flow diagram of research methodology	79
3.2	Visual model and procedure of the sequential mixed-method design	94
3.3	Sampling technique flow chart	97
3.4	Chart of mixed-method data analysis	105

LIST OF ABBREVIATION

HEI	Higher Education Institutions
CFPNS	Challenges Faced by Postgraduate Nursing Students
HEC	Higher Education Commission
GPA	Grading Point Average
BSc.N	Bachelor of Science in Nursing
IDI	In Depth Interviews

CHAPTER 1

INTRODUCTION

1.0 Background of the Study

Education is a key of unlocking opportunities and achieving personal and societal growth. It is an investment in human capital, which refers to the knowledge, skills, and abilities of individuals that can be used to generate economic value. When people have access to quality education, they are better equipped to contribute to their communities and improve their own lives. Education can lead to higher earning potential, better job prospects, and improved health outcomes. It also promotes critical thinking, problem-solving, and creativity, which are essential skills in today's rapidly changing world (Wagner et al., 2022; Alessandri et al., 2020).

Higher education provides individuals with advanced knowledge and skills that are necessary for them to succeed in their careers and contribute to the economy. Overall, higher education is essential for social development and sustainability as it empowers individuals, fosters innovation, and contributes to the growth of society as a whole (Dhaqane & Afrah, 2016; Manuel, 2013).

Generally, academic achievement among postgrad students depends on the reliability of memory and students' learning processes. It is highly significant and invite the attention of all those academicians involve in higher education. Moreover, One of the key goals of prestigious colleges/universities has always been to raise students' academic performance and accomplishment (Al Shawwa et al., 2015).

Since postgraduate education plays a critical role in preparing students for leadership positions in various fields. As future builders, postgraduate students must have the knowledge and skills necessary to navigate complex political, social and

economic systems. Subsequently, there has been a remarkable increase in enrollment in postgraduate programs at Pakistani universities in the last decade. Hence, it is imperative to acquire the skills necessary to pursue postgraduate courses successfully, which are of utmost significance (Khan, 2012; Victor et al., 2020). Moreover, as more nurses with advanced degrees are needed, more nursing undergraduates are enrolling in postgraduate nursing programs. The postgraduate program's curricula and facilities at nursing universities are being improved to temper students' interest in continuing their studies in nursing (Khan et al., 2022).

Overall, the postgraduate nursing education system in Pakistan is growing, and more nurses are pursuing advanced degrees like "Masters of Science in Nursing" (M.Sc. N) and Ph.D. nursing to enhance their professional development and contribute to improving healthcare in the country. M.Sc. N program was first started in Aga Khan University; School of Nursing in Karachi in 2001 and Ph.D. Nursing was introduced there in 2015 (Mushtaq et al & Gilani, 2021; Victor et al., 2020). These programs aim to produce nursing educators who are equipped with the knowledge, skills, and value to train future nurses in meeting the complex nation's health care needs. The nursing students must therefore adhere to strict performance standards (Elsabagh & Elhefnawy, 2017).

Postgraduate nursing education in Pakistan has not only been limited to Aga Khan University Karachi. Several other universities and colleges also offer postgraduate nursing education in different specialties. This indicates that the field of nursing is gaining importance and recognition in the academic world (Khalif, 2016; Lenton, 2015). As of now, three universities—one public university and two private universities—provide PhD in nursing programs eight public and private universities that offer M.Sc. nursing studies (Bilal et al., 2022; Monirsadat, 2020).

Excellent academic performance of nursing students is a primary aim of medical/health science universities worldwide (Dube & Mlotshwa, 2018). It has a substantial correlation with favorable outcomes since academically successful nursing students are more likely to find employment and have greater prospects for advancement in their future careers (Bifftu et al., 2018).

Furthermore, after attaining degrees; nursing postgraduates can teach nursing undergraduates regarding clinical competencies, patient care techniques, and optimum collaboration techniques (Ganyaupfu, 2013). Overall, nurse's work is a balance of clinical, academic, and research responsibilities, which creates a dynamic and challenging work environment for them. Along with their routine responsibilities, they also do several additional tasks relating to their profession's academic and research aspects, such as: teaching and hospital research (Jeffreys, 2015; Perna & Thomas, 2006).

Academic performance or success is the degree of achievement to which a learner, a teacher and an institution get their short-term as well as long-term educational goals. It is a measurement of student's achievement across numerous academic subjects; standardized test scores, assignments, presentations, attendance rate and sessional GPA, are frequently used by educators to gauge student achievement (Mushtaq et al & Gilani, 2021). Some numerous determinants or factors may affect student's academic performance positively or negatively (Alhamari, 2017; Yassein et al., 2017).

The academic achievement of students at the majority of universities has recently become a subject of research. It has turned into a primary priority for educators who are determined to make a difference locally, regionally, nationally, and internationally. Researchers, educators, and trainers have long been intrigued by factors that greatly

influence postgraduate students' educational performance (Ali et al., 2013; Zubair et al., 2013; Tilley, 2008). some specific factors such as personal, program-related and environmental may influence the academic performance of medical, nursing and students enrolled in different allied health care programs (Roll, 2015; Simón, 2017).

Understanding the factors that can influence the academic performance of students related to the healthcare profession can take steps to improve their chances of success in their chosen profession. For instance, nursing students need to pass the National Council Licensure Examination (NCLEX-RN) in order to become licensed nurses and radiology students need to pass the American Registry of Radiologic Technologists (ARRT) certification exam in order to become registered nurses and radiology technologists respectively for practice in abroad (Faisal et al., 2017).

Particularly, the academic performance of nursing postgrads is influenced by a wide range of factors that operate at various levels; including student demographics, student's related issues, educational institutions, and teachers/research supervisor contexts. Therefore, improving academic performance requires a holistic and integrated approach that considers all these factors and their interactions (Alessandri et al., 2020; Appleton et al., 2006).

Firstly, nursing student's academic performance might be affected by their demographics or personal factors like age, gender, marital status, employment status and study financial support (Qiu et al., 2022; Bilal et al., 2022; Mengash, 2020).

Some other studies also revealed that nursing student's academic performance is mainly influenced by demographics, personality traits, socioeconomic status and other environmental factors ((Mishra & Chaudhary, 2021; Salamonson & Andrew, 2006; Meadus & Twomey, 2007).

Secondly, students-related factors such as dynamic interactions between students, teachers, academic activities, and educational environments and conditions may also have impact on academic performance. These factors may play significant roles in the development of academic engagement in postgraduate nursing students, such as their motivation and interest level, participation in extracurricular activities, self-directedness in learning, as well as students' sense of satisfaction with learning (Jerome et al., 2017; Rose, 2011).

Furthermore, the literature has also found a number of stressors that may affect nursing students' mental health. These pressures fall into two categories: academic stressors and clinical stressors. Exams, research projects, class assignments, unsatisfactory grades, and strained relationships with professors are a few examples of academic pressures. Clinical stressors include adapting to new clinical settings, lacking nursing knowledge and skills, fear of practice errors, conflicts with peers and senior nurses, excessive workload, and witnessing traumatic events like death (Onieva et al. 2020; Labrague et al., 2018).

Additionally, for postgraduate nursing students, maintaining educational expenses without employment is one of the major obstacles; it may also make it difficult to balance their concurrent academic and professional obligations. (Demi, 2022; Aloufi et al., 2021) Moreover, poor preparation for postgraduate studies, the cost of the program, family responsibilities, socio-cultural background, and unexpected circumstances also affect postgraduate students' performance (Richardson & Gage, 2010). One more student-related factor is linked with their research work such as the selection of research topic, writing a problem statement, poor writing skills, inability to incorporate study finding in the discussion, plagiarism, supervisor's delayed feedback, frequent changing of supervisor; may influence student's academic

performance and degree of achievement within specified study period (Soomro et al., 2022; Leach et al., 2016).

Thirdly, factors related to institutions; all resources that are available to the organization and required for the accomplishment of its tasks are referred to as organizational resources. They may include adequate and consistent study funding, staffing, facilities, advanced technology, and program materials (Gouifrane et al., 2020; Alharbi and Alhosis, 2019).

Institutional resources can also be broadly categorized into three main areas: Firstly, financial resources: this include the funds available to the organization, such as income, investments, loans, and donations. An organization needs to have sufficient financial resources to fund the students, its operations and achieve its goals. Secondly, human resources: this includes staff members, volunteers, and board members and thirdly, physical resources: this includes the tangible assets of the organization, such as buildings, equipment, and vehicles. Physical resources are necessary to carry out the day-to-day operations of the organization and to provide services to the learners (Sengane & Havenga, 2018).

Moreover, institutional deficiencies like a lack of a well-equipped library, improper internet facility, and institution's information services, limitations of infrastructural support, academic difficulties, and administrative shortcomings can impact student's educational performance (Fatima, 2019). In addition, some other institutional challenges teacher shortages, inexpert teachers, dearth of teaching learning; may affect the academic grades of students (Alshammari et al., 2018).

Hence, an organization needs to manage its resources effectively to ensure that they are being used efficiently and effectively to achieve its goals. This involves assessing the organization's needs, developing plans to acquire and allocate resources,

monitoring reserve use, and making adjustments as needed (Cleary & Jackson, 2011; Honey et al., 2006).

Last but not least supervisor-related determinants; such as lack of supervisor time, unclear and/or delayed feedback, students' incompatibility with supervisors, different points of view and poor supervision also cause a lack of motivation and create frustration among students which ultimately result in poor performance and/or attrition in enrollment of postgraduate students (Odena, 2012; Vilkinas, 2008). However, the supervisor-related problems can be addressed if the supervisor will provide direction on the nature of the research and the expected standard, the choice of a research program and the topic to be covered, the planning and timing of the subsequent stages of the research program, literature and sources, research methods, and instrumental techniques (Darinskaya & Rozum, 2014; Darinskaya, 2012).

Nevertheless, nursing students may overcome these problems by adopting some useful strategies such as prioritizing their studies, time management, using stress management techniques, managing scarce resources, taking extra classes and guidance support, financial assistance, ensuring effective communication and timely feedback from teacher and supervisor (Yasmin et al., 2018; Chan et al., 2014; Sikander & Aziz, 2012).

Moreover, support from institutional administration such as funding for postgraduate studies regardless of age, gender, ethnicity, and race, improvement in teacher/supervisor-student ratio by appointing experienced and highly qualified educators/researchers, creating and ensuring research culture, providing appropriate teaching-learning facilities may also help postgraduate students to enjoy rich learning experience in educational institutions (Samia ,2020; Roberts & Grubb, 2014).

1.1 Statement of the Problem

Nursing education plays an important role in advancing the profession. It enables nurses to acquire leadership and management skills, providing them with the opportunity to assume administrative and managerial roles in healthcare organizations. Additionally, nursing education emphasizes the importance of lifelong learning, ensuring that nurses continue to acquire new knowledge and skills throughout their careers (Fukada, 2018; Ahluwalia et al., 2017).

Nurses with postgraduate degrees; Ph.D. and Master of Science can meet the various demands of this modern age. In particular, they revolutionize the nursing education system with scientific research, problem-based learning, advanced teaching methods and evidence-based teaching practices; this would give nursing students a rich learning experience to help them attain their academic objectives (Fawaz et al., 2018; Ezaki et al., 2016, Takase & Teraoka, 2011).

Nursing education in Pakistan is facing problems since its beginning. In 1948, the first nursing school at Sir Ganga Ram Hospital Lahore was opened. This school provides nursing education on an apprenticeship model focusing on skill-based training (Waqas et al., 2021; Saleem, 2014; Dias et al., 2010). Likewise, a similar dreadful situation was also observed in the establishment of higher education institutions for nurses around the world (Siddiqui, 2019; Altschul, 1983).

In the current era, nursing education in Pakistan has come a long way over the years, and efforts are being made to further improve the quality of education offered to nursing students in the country. With the shift to degree programs and the availability of postgraduate nursing degree programs, nurses in Pakistan are striving to enroll in postgrad degree (Younas et al., 2019; Ul Huda & Alisbinati, 2015). Several

nursing institutes have initiated postgraduate degree programs recently to meet this demand (Elsharkawy et al., 2022).

All newly established nursing institutes in Pakistan are expected to adhere to the minimum educational standards set by the Pakistan Nursing Council (PNC); the regulatory body of nursing in Pakistan. These standards include: Infrastructure; collage and hostels buildings and clinical facility/hospitals for clinical practicum of nursing student, secondly, human resources: teachers, administrators, and other staff members necessary to run the organization and thirdly, teaching-learning facilities; outdated teaching aids i.e. books and black/white boards, visual teaching aids including posters, diagrams, maps and advance teaching resources like audio teaching machines, simulators, video-projectors (Elsharkawy et al., 2022).

But, most of the nursing institutions lack many of these facilities (Hamid, 2016). While academic performance of nursing students is most of the time dependent on the institutional environment and the teaching-learning facilities available in the institutes. However, it is important to consider that educational institutions are just one aspect of academic performance; some other factors including students' demographics, psychological, financial, socio-cultural and, research-supervisor related may also contribute to good and/or bad academic performance of postgraduate nursing students (Kousar et al., 2017; Waqas & Rana, 2013; Makewa et al., 2012).

Since, the academic performance of students is affected by Students' demographic factors; age, gender, marital status, employment status, and financial study support. Institutional factors; academic preparation, administrative issues, institutional facilities and research/supervisor-related factors; insufficient knowledge of research, busy schedule of supervisor, inappropriate feedback, discrimination and conflicting ideas between students and supervisor (mohamed, 2022; Mengash, 2020;

Ul Hadi and Barudin, 2019) but, studies on the effects of a student's demographics, institutional and research related factors on their academic performance are still underappreciated in the educational system, especially in nursing education (Mishra & Chaudhary, 2021; Oreški, 2016; Mohsen et al., 2016). Most of the students are unable to complete their degrees within the stipulated period due to the influence of these factors. Further, these factors also impact student academic performance (Nwozichi & Ojewole, 2014; Griffiths & Furlong, 2009).

The academic performance of students is a key feature of the education system (Michubu, 2013). It is regarded as the hub around which the entire system of education revolves. It is observed that an academic institution's success or failure is determined by students' academic performance (Ovansa, 2017). The academic performance of postgraduate nursing students is measured against set criteria; marks of quizzes, assignments, presentations, research projects and sessional GPA (Ago et al., 2016).

In nursing education, the rate of admission to postgraduate programmes is raising steadily. It is the need of the hour to create an environment that fosters nursing students' professional growth and development. This requires institutions to identify and eliminate existing obstacles, provide access to modern resources, and develop strategies that cater to nursing students' academic needs (Khatun et al., 2020; Malik et al., 2016).

Moreover, the identification of factors affecting the academic performance of nursing students is multidimensional & complex. By knowing and understanding these factors, a teacher can design a teaching plan to ensures the success of students, policymakers can modify existing educational policies and the Government may initiate some scholarship for nursing students; which can greatly contribute to