

## THE PERFORMANCE OF UNDERGRADUATE NURSING STUDENTS STUDYING IN SELECTED NURSING COLLEGES OF INDORE

**Yogendra Kumar Adigaud, Dr. Anu V Kumar**

Research Scholar, Malwanchal University, Indore

Professor, Department of Nursing, Malwanchal University, Indore

### ABSTRACT

It has always been a challenge to measure a student's academic success in higher education as it is not simply measurable in units. Undergraduates in the nursing programme must demonstrate proficiency in a variety of areas and learn a great deal about many topics in a short amount of time. the academic achievement of undergraduate nursing students enrolled in a few nursing schools in Indore. The statistical analysis was conducted using SPSS 20.0 software 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:** Performance, Undergraduate, Nursing, Students and Education

### INTRODUCTION

Caring and compassion are the glue that hold human society together in nursing. Caring for others via nursing is a vocation that presents both a sanctuary of moving anecdotes and a pool of difficulties. As a profession, nursing's purview has grown to include more than only healthcare facilities. The most valuable thing in this vast universe is human life, and nurses deal with it every day. Throughout a vast array of care settings, nurses often play a key role. Successful patient outcomes in a range of care settings, from acute and tertiary care to preventative and wellness programmes, are greatly influenced by a nurse's professional abilities and training. Their kind demeanor, gentle touch, and attentive treatment make the patient very happy.

The healthcare system in India is still facing huge problems, even though the nation is becoming more urbanized and more connected to the rest of the world. The healthcare system's emphasis has shifted from providing actual medical treatment to catering to patients' wants and enhancing the industry's bottom line. This has made curative treatment out of reach for many ordinary people because of the current structure of the country's healthcare system. As a result, several issues have been plaguing the healthcare system.

Healthcare facilities have an alarmingly high rate of workplace violence. Staff members' mental health might suffer when they are overburdened with work, which in turn reduces the quality of care they provide. Multitasking in a hospital setting may be challenging. Psychological trauma and stress may be caused by mental violence in the workplace, which can manifest as threats, verbal abuse, animosity, and harassment. Verbal abuse may sometimes lead to physical aggression. Patients, visitors, intruders, and even coworkers pose a threat of violence in hospital

settings. From 2012 to 2024, healthcare had four times the average incidence of severe workplace violence compared to private business. severe workplace violence is defined as occurrences that need days off for the wounded worker to recover. Although there are other potential sources of violence in healthcare facilities, patients provide the greatest threat. Interactions with patients accounted for 80% of the serious violent occurrences recorded in hospital settings in 2023. Other occurrences were brought about by outside parties, such as guests or colleagues. Underreporting of workplace violence occurs often.

## REVIEW OF LITERATURE

**Labasano, Amylyn. (2015).** In order to identify what influences pupils' academic achievement, several empirical research are conducted. Students' gender, class attendance, study hours, and review class attendance were the primary variables examined in this study's analysis of academic success in the research topic. Information came from a brief survey and the teacher-researcher's file. Students' academic performance was significantly predicted by their sex, the amount of time they spent studying, and whether or not they attended review sessions.

**Souza, D & Magre, Sunita. (2021).** There are a lot of elements that impact kids' academic success. Some of these aspects include students' learning abilities, their parents' background, the influence of their peers, the quality of their instructors, and the learning environment. This study's methodology relies on four factors: parental attitude, student attitude, peer attitude, and teacher attitude towards learning. The subjects of the study were secondary school pupils from Thane and Mumbai. No factors were found to have a significant association with students' academic success, according to the research and the verified survey. According to this reading of the data, the variables did not significantly influence the grades that high school students got. As the researcher dug more into the elements' correlations, they discovered a strong link between them; an increase in one would have a multiplicative effect on the other.

**Rajabbeigi (2023)** Even though foreign students make up around 5% of the US college student body, there is a dearth of studies examining the mental aspects that contribute to their academic achievement. The purpose of this research was to investigate the variables that influence the academic performance of overseas students in an effort to close this knowledge gap. We zeroed focused on the specific personality traits and pedagogical approaches that were associated with these kids' success. The United States was the site of quantitative data collection from 85 overseas students. We investigated links between their aptitudes, study habits, and grades using a survey based on ideas of positive psychology and learning. The predictability of these children' academic performance was determined using a linear regression model. Learning styles and academic achievement were shown to be connected with character strength factors. Furthermore, there was a favourable correlation between academic achievement and learning methodologies. While demographics were not a predictor of academic success, multiple regression analysis did show that learning methodologies and character characteristics were.

**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.

**Daniyal (2011)** There are a lot of elements that contribute to pupils' academic success, including their innate abilities and the environment in which they learn. It is critical to invest in our children's education if we want our society to grow economically and socially. The majority of research in recent years has focused on identifying the elements that have an impact on students' academic success. Finding out what variables influence Islamia University of Bahawalpur students' grades is the driving force behind this research. Questionnaires were handed out to the pupils in order to collect their data. Regarding this, many aspects were emphasised. The most relevant criteria were the following: family income, parental education, number of children per home, frequency of instructors' visits, kids' enthusiasm for class, and extracurricular activities. To shed light on the crucial aspects, the Pearson Correlation Coefficient was used. Stata, a statistical programme for the social sciences, was used to carry out the study.

## MATERIAL AND METHODS

A research design is a plan for gathering and analyzing data that attempts to strike a balance between efficiency and relevance to the research question. One way to think about research design is as a "blueprint" for the study. A descriptive study design that did not include experiments was used. In order to determine what variables, have an impact on undergraduate nursing students' performance, College freshmen from five different areas of Indore took the first-year university exams in their second year. A sample is a selected subset of a larger population used in a research study. The sample for this study consisted of second-year B.S.N. students from a subset of nursing schools in Indore who fulfilled the inclusion criteria and sat the First-Year B.S.N. University Exams. By using the above procedure, we may determine that 400 people will make up the sample size. Information was gathered between June 2017 and December 2017.

## DATA ANALYSIS

**Table 1: Frequency and percentage distribution of the undergraduate nursing students as per academic variables (percentage of marks obtained in 10<sup>th</sup> and 12<sup>th</sup> standard).**

Academic Variables (% of marks obtained in 10 <sup>th</sup> standard)	Frequency (f)	Percent (%)
40-60 percent	49	9.8

61-75 percent	195	39.0
76-85 %	192	38.4
86% and above	64	12.8
% of marks obtained in 12 <sup>th</sup> standard		
40-60 percent	208	41.6
61-75 percent	253	50.6
76-85 %	37	7.4
86% and above	2	0.4

Table 1 shows the frequency and percentage distribution of undergraduate nursing students. The following percentages were reported by the nursing students: 195 (39.0%), ranging from 61% to 75%; 192 (38.5%), from 76% to 86%; 64 (12.8%), from 86% and above; and 49 (9.8%), from 40% to 60%. In terms of the 12th standard, 253 nursing students (or 50.6% of the total) fell into the 61% to 75% range, 208 (41.6%) fell into the 40% to 60% range, 37 (or 7.4% of the total) fell into the 76% to 85% range, and a mere 2 (or 0.4%) registered as 86% or higher.

**Table 2 shows the distribution and frequency of undergraduate nursing students by academic characteristics, including Nutrition and Biochemistry, Anatomy and Physiology, and total percentage of marks received in B.S.N first year.**

Academic Variables	Frequency (f)	Percent
Overall % of marks obtained in B.S.N first year		
50 percent or less	89	17.8
51-60 percent	161	32.2
61-70 percent	201	40.2
71-80 percent	49	9.8
% of marks obtained in Anatomy and Physiology		
50% or less	250	50.0
51-60%	162	32.4
61-70%	76	15.2

71-80%	11	2.2
More than 80%	1	0.2
% of marks in Nutrition & Biochemistry		
50% or less	188	37.6
51-60%	190	38.0
61-70%	101	20.2
71-80%	20	4.0
More than 80%	1	0.2

Undergraduate nursing students' frequency and percentage distribution according to academic characteristics is shown in Table 2. Among the first-year B.S.N. students, 201 (40.2%) had 60% to 70% overall, 161 (32.2%) had 51% to 60%, 89 (17.8%) had 50% or less, and 49 (9.8%) had 71% to 80%. As for Anatomy and Physiology, out of 250 nursing students, 50% had a score of 50% or below, 32.4% had a score of 51-60%, 15.2% had a score of 61-70 %, 2.2% had a score of 71-80%, and 0.2% had a score of more than 80%.

The majority of nursing students (190, or 38% of the total) had scores between 51% and 60% in nutrition and biochemistry, while 38% had scores of 50% or below, 20% had scores between 71% and 80%, and 1% had scores of 80% or above.

**Table 3 Undergraduate nursing students' distribution and frequency according to academic characteristics (Nursing Foundation and Microbiology percentages)**

Academic Variables	Frequency(f)	Percent (%)
% of marks obtained in Nursing Foundation		
50% or less	132	26.4
51-60%	117	23.4
61-70%	173	34.6
71-80%	71	14.2
More than 80%	7	1.4
Percentage of marks obtained in Microbiology		
50% or less	176	35.2

51-60%	163	32.6
61-70%	116	23.2
71-80%	43	8.6
More than 80%	2	0.4

Undergraduate nursing students' distribution and frequency in relation to academic characteristics (nursing foundation and microbiology percentages) are shown in Table 3.

The percentages were as follows: 61–70% for 132 pupils, 25.4% for those with 50% or below, 23.4% for those with 51–60%, 14.2% for those with 71–80%, and 1.4% for those with 80% or above. In terms of the proportion of marks gained in microbiology, 35.2% of the nursing students were at 50% or below, 32.6% were between 51% and 60%, 23.2% were between 61% and 70%, 8.6% were between 71% and 80%, and just 0.4% were at 80% or above.

**Table 4: The distribution and frequency of undergraduate nursing students based on academic characteristics, namely the proportion of marks received in Psychology and English.**

Academic Variables	Frequency(f)	Percent (%)
% Percentage of marks obtained in psychology		
50% or less	111	22.2
51-60%	157	31.4
61-70%	139	27.8
71-80%	82	16.4
More than 80%	11	2.2
Percentage of marks obtained in English		
50% or less	40	8.0
51-60%	124	24.8
61-70%	171	34.2
71-80%	127	25.4
More than 80%	38	7.6

Undergraduate nursing students' distribution and frequency by academic variable (% of marks received in Psychology and English) is shown in Table 4. When it came to the percentage of marks in psychology, the majority of nursing students (157, or 31.4% of the total) got between 51% and 60%, 27.8% got between 61% and 70%, 22.2% got 50% or less, 16.4% got between 16% and 20%, and 2.2% got 20% or above. According to the percentage of marks in English, the majority of nursing students (171/34.2%) got between 61% and 70%, 127/25.4 % got between 71% and 80%, 124/24.8 % got between 51% and 60%, 40/8 % got 50% or less, and 38/7.6% got more than 80%.

## CONCLUSION

According to the results of this research, there are a number of critical aspects that influence the success or failure of nursing students, including interest, parental pressure, attendance, time management, and college. aspects pertaining to interest had a far greater influence than those pertaining to parents, attendance, time management, college, peers, teachers, home, personal, and study habits, out of ten (10) aspects that were considered. To start or make the required restructuring and interventions to revamp the kids' performance, policymakers and the government should make an effort to comprehend and study these variables.

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