

Learning Styles, Learning Approaches, Academic Achievement Factors, and Self Efficacy among Nursing Students

¹Nora Ahmed Abd Allah Mohamed, ²Mahdia Morsi El-Shahat Morsi

^{1,2}Lecturers of Nursing Administration, Faculty of Nursing ,Benha University, Egypt

Abstract: There are variations in learning styles and approaches among students could explain many differences in students' acquisition of knowledge. Hence, learning approaches, academic achievement are significant factors that influences on students' activities, effort and persistence, and it can help predict their motivation and self efficacy. **Aim:** The present study was aimed to assess learning styles, learning approaches, academic achievement factors and self-efficacy among nursing students. **Methods:** The study was conducted at the Faculty of Nursing at Benha University. The total sample 376 nursing students at fourth academic year 2018/2019. **Design:** Descriptive correlational design was utilized. **Tools of data collection:** Five tools were employed in this study, Personal Data Questionnaire, Students' Learning Styles Questionnaire, The Revised two-factor Study Process Questionnaire, Academic Achievement Factors Questionnaire and Student Self Efficacy Scale. **Result:** The major finding of this study that the majority of nursing students reported that they prefer kinesthetic/ tactile learning style that followed by auditory preference and finally visual preference. And 80.3% of nursing students reported for deep learning approach and 65.4% of them reported for surface learning approach. Also, the highest academic achievement factor was Support by family and friends & Support for student's learning in classroom. And (79.2%) of nursing students had high level of self efficacy, while 15.9% of them had moderate level of self efficacy and only 4.9% of them had low level of self efficacy. **Conclusion:** There was a statistical significant positive correlation between total level of nursing students' self efficacy and learning styles, learning approach, academic achievement factors. **Recommendations:** The Nursing curriculum should combine leaning activities that support nursing students in developing self-efficacy, which donated the nursing students an opportunity to think more positively and confidently about themselves and It is needed to ascertain the other factors to advance academic achievement and academic performance as affective commitment, motivation, and self-esteem.

Keywords: Academic achievement factors, learning approaches, learning styles, Nursing students, and Self efficacy.

1. INTRODUCTION

Learning can be defined as permanent changes in behavior induced by life. According to experiential learning theory, learning is "the process whereby knowledge is created through the transformation of experience". Facilitating the learning process is the primary aim of teaching. So, understanding the learning behavior of nursing students is considered to be a part of this process (Sarbazvata; Amini; Aminisani; Shamshirgaran and Ghaffarifar, 2018). Learning styles represent the students' competency to understand and accept the information in the classroom. The nursing educators' capacity to recognize the students learning styles can enhance their academic performance in their course; thus, the nursing educators can combine the learners' sensory perception such as visual, auditory and kinesthetic/ tactile (VAK) in their classroom activities to develop their skills and become competent nurses in the future. Learning style theory acknowledged the learning styles of nursing students through visual, auditory and kinesthetic/ tactile (Carulla, Hipona, 2018).

International Journal of Novel Research in Healthcare and Nursing

Vol. 6, Issue 1, pp: (818-830), Month: January - April 2019, Available at: www.noveltyjournals.com

The learners who utilize visual learning style understand realize best the information from what they see. On the other hand, auditory learners are skillful in listening and they learn best from what they hear in classrooms. Further, the kinesthetic/ tactile learners relish their hands on experiences and practicing (**Carulla, Hipona, 2018**). Learning style theory recognized the learning styles of nursing students through visual, auditory and kinesthetic/ tactile. The students who utilize visual learning style understand best the information from what they see. On the other hand, auditory learners are proficient in listening and they learn best from what they hear. Further, the kinesthetic/ tactile learners relish their hands on experiences. (**Falk, Falk, Jakobsson, 2016; Hipona, Vertucio, 2017**)

Learning approaches refers to the students` intentions when facing a learning situation and the way they do their assignments, assessed by using questionnaires. Generally, two widely used concepts in educational research on approaches to learning namely „surface“ approach and „deep“ approach. Nursing students who employed surface approach focused on rote-learning and memorization of the text as they seek to reproduce the course material. In contrast, nursing students who employed deep approach sought to understand the texts purpose, meaning, and significance (**Hasnor, Ahmad, and Nordin, 2013**).

Deep and surface learning approaches had developed into fairly regular learning behaviors as these approaches were apparent across different learning tasks. Other than these two fundamental concepts of approaches to learning. Also, the nursing students could have the wish to attain the highest grades by employing a strategic or achieving approach to their studies. The strategic approach can be included in either deep or surface processing, depending on the requirements of the context (**İlçin, Tomruk, Yeşilyaprak, , Karadibak, and Savcı, 2018**).

Lecturing approach, which is a fact of academic life, is the commonly adopted teaching method in faculties and universities because of its practicality, it will remain so. The classroom learning environment is strongly associated with academic self-efficacy. Such a strong influence of involvement on self-efficacy suggested that instructors who provide opportunities for students to participate in peer and class discussions are likely to elevate their students 'confidence levels (**Velayutham and Aldridge, 2013**). Highly active students who utilize their analytical and metacognitive skills to manage this type of learning environment can achieve better learning outcomes. However, lecturing can be more conducive and effective to learning if the fundamental properties of humans as learners are identified (**Michelle, 2015**)

Academic achievement is very important in higher education as a means of measuring the effectiveness of the transfer of knowledge. Academic achievement has been defined as the level of attainment of proficiency in academic work as evaluated by teacher or through standardized achievement tests. From the above definitions of the term academic achievement given by different educationists can be summarized as an ability of knowledge attainment or skill development in school subjects usually determined by test scores or by marks assigned by faculty staff (**Nazir, 2012**). Academic achievement factors is commonly measured through examinations or continuous assessments but there is no general agreement on how it is best evaluated or which aspects is most important procedural knowledge such as skills or declarative knowledge such as facts (**Nadaji, Little and Coe , 2016**).

Academic success in early semesters at college also ultimately impacts students` post-college experiences, such as career choice, personal income and level of success, and degree and nature of participation in community life. Thus, the experience a student has in the preliminary college classes she or he attends can have a significant influence on the course of that student's adult life (**Anderton et al., 2016**). The level of academic success students achieve in their first semesters of college has far-reaching implications for students` personal and professional lives. Student success has an immediate influence on a student's academic self-efficacy, persistence in elected majors, and perseverance in higher education (**Anne and Jeremy, 2017**).

Self-efficacy is defined as an individual's belief in his or her ability to complete a task in a specific situation, which affects the choice of activities, effort, and persistence of that individual. In an academic setting, students` beliefs in their self-efficacy with regard to learning are found to affect their perceived self-efficacy for academic achievement, which in turn influences the academic goals they set for themselves and their final academic achievement (**Patrick, Lee and Ma, 2016**)

Academic self-efficacy leads to increased educational aspirations directly and indirectly. Students with high self-efficacy are more diligent and participate in doing tasks more than students who have doubt on their ability. Students with higher levels of self-efficacy often begin a task and maintain the effort needed to succeed. Students` self-efficacy affects

International Journal of Novel Research in Healthcare and Nursing

Vol. 6, Issue 1, pp: (818-830), Month: January - April 2019, Available at: www.noveltyjournals.com

their regulation of emotional states, options they will consider, and choices they make. Students with positive self-efficacy from early childhood will generally set their lives on a positive path (Michelle, 2015).

One of the criteria for effective learning in nursing education is self efficacy. Self efficacy has been cited as the final goal of nursing education. It includes skills of operating knowledge and information, communication and interpersonal skills, problem-solving and technical skills. Nursing faculties are one of the organizations responsible for stimulating self efficacy. Nursing faculties should fulfill the needs of society and train nurses who have high-level of self efficacy (Haskell, Tutor, Pearson, 2016).

Self-efficacy is a key component for behaving independently in the nursing career, and is necessary for nursing students. Self-efficacy is essential to nurses' ability and academic achievement in the clinical setting; nurses with high self-efficacy set appropriate goals, try special strategies, persevere to complete a task, and will make an easier change from student to nursing professional. In addition, if nursing students have high Self-efficacy, they will perform well in nursing education (Ahmed, Mahrous, Taha, 2017).

Self efficacy affects the choices made; it helps individuals to decide how much effort they will exert on a task, how long they will continue when experiencing difficulties, and how flexible they will surface in hard situations. It is considered a critical factor in accounting for academic objectives and academic achievement. (Michelle, 2015). A strong sense of self- efficacy enhances students accomplishment and personal well-being in many ways. It is considered as accurate predictor of performance; furthermore, self-efficacy is an important cognitive skill which ensures success in life. Academic self- efficacy leads to increased educational aspirations directly and indirectly. Nursing students with high self-efficacy are more diligent and participate in doing tasks more than students who have doubt on their ability (David, 2016).

Educators, higher education administrators, and students have always been concerned with emphasizing the factors that contribute to academic success. Therefore, one of the main objectives of higher education is to ensure student success by providing high quality education, including high levels of institutional satisfaction with faculty, encouragement and guidance (Farahani et al., 2016). With continuously growing numbers of students entering higher education, university educators, managers and policy makers are faced with a greater attention towards identifying academic achievement, and limiting student attrition. Nursing education refers to transfers of professional skills, knowledge and attitudes from one generation to another in progress of the nursing careers (Ahmed et al., 2017).

Significance of the study

Very few studies have examined relation between learning styles, approaches, academic achievement factors with self- efficacy in higher education. Also, many teachers are not fully aware about the significance of understanding students' approaches to learning. University teachers certainly need to be aware that their methods of presenting knowledge and ideas often have an unidentifiable impact on nursing students learning process and they students' learning outcomes. Hence, teachers and educators need to teach and help students to learn to maximize their unlimited potential to grow and progress in their academic studies and as whole, and the teaching philosophies of lecturers need to be directed into increasing the positive learning outcomes of students. In other words, to produce critical thinkers. (Akhlaghi, Mirkazemi, Jafarzade, Akhlaghi, 2018; Mahmoud, Ahmed, Ibrahim, 2019)

This study provides academic achievement factors contributing to advance of nursing students performance .These factors are faculty staff support with students and general self efficacy. Faculty staff support contributes to overcome any obstacles and ease the pressure of students. Build support and established a sound relationship has been linked to student achievement. General self efficacy plays a part role in the academic success of student nursing and help to identify risk student (Kathryn and David, 2016). So the present study was conducted to assess learning styles, learning approaches, academic achievement factors and self-efficacy among nursing students.

Aim of Study

This study was aimed to assess learning styles, learning approaches, academic achievement factors and self-efficacy among nursing students through:

1. Assessing nursing students' learning styles.
2. Assessing nursing students' learning approaches.

International Journal of Novel Research in Healthcare and Nursing

Vol. 6, Issue 1, pp: (818-830), Month: January - April 2019, Available at: www.noveltyjournals.com

3. Assessing academic achievement factors as perceived by nursing students.
4. Assessing nursing students' levels of self-efficacy.
5. Investigating the relation between academic achievement factors, learning styles, learning approaches, and self-efficacy among nursing students.

Research Question:

1. Is there a relation between learning styles, learning approaches, academic achievement factors and self-efficacy among nursing students?

2. SUBJECTS AND METHOD**I. Technical Design:**

The technical design for this study was included (research design, setting of the study, subjects, and tools of data collection)

Research Design

Descriptive correlational design was utilized to conduct this study.

Study setting

This study was conducted at Faculty of Nursing Benha University. It was established in 1992 and it got accreditation in 25/ 8/ 2014 from National Authority for Quality Assurance and Accreditation of Education (NAQAAE). There are six academic departments in the faculty including: Nursing Administration Department, Psychiatric and Mental Health Nursing Department, Community Health Nursing Department, Pediatric Nursing Department and Medical and Surgical Nursing Department.

Subject

The subjects included in the present study were consisted of a convenience sample of (376) nursing students at fourth year at academic year 2018/2019.

Tools of Data Collection

Data were collected by using five tools

Tool 1- Personal Data Questionnaire.

Tool was developed by the researchers. It included personal data related to nursing students such as age, pre-university education, sex, marital status, residence.

Tool 2- Students' Learning Styles Questionnaire.

It was adapted from (Carulla, Hipona, 2018) to determining the learning style of the students. It was based on learning style theory that was being utilized to obtain knowledge through the learners' three sensory perceptions. It consisted of 24 items divided into three styles (VAK) in terms of visual preference (8 items) as "I prefer to see information written on the board and supplemented by visual aids and assigned readings", auditory preference (8 items) as "I can remember best by listening to a lecture that includes information, explanations and discussions" and kinesthetic/ tactile preference (8 items) as "I prefer to use posters, models, or actual practice and other activities in class".

Scoring system

Nursing students were asked to indicate how true each item was of them. By rating a 5-point Likert scale to evaluate the their learning styles 1 - 5 (1) Strongly disagree, (2) Moderately disagree, (3) Undecided, (4) Moderately agree, (5) Strongly agree, the total possible score for each learning style was 40. Scored of each learning style was summed up and mean & standard deviation was calculated and converted into percent scores that reflecting their preference.

International Journal of Novel Research in Healthcare and Nursing

Vol. 6, Issue 1, pp: (818-830), Month: January - April 2019, Available at: www.noveltyjournals.com

Reliability of students' learning styles questionnaire was measured by using Cronbach's Alpha and the value was (0.827).

Tool 3- The Revised two-factor Study Process Questionnaire.

It was developed by (Salamonson, Weaver, Chang, Koch, & Bhathal, 2013) to measure the nursing students' approaches to learning. It consisted of 20-items with two main approaches; surface learning approach (10 items) and deep learning approach (10 items).

Scoring system

Nursing students were asked to indicate how true each item was of them. By rating a 5-point Likert scale to evaluate the their learning approaches 0-4 (0 = „the item is never or only rarely true of me“ to 4 = „the item is always or almost always true of me“), the total possible score on the surface learning approach scale ranges from 10 to 50 and the same for the deep learning approach. Mean and standard deviation was calculated and converted into percent scores that reflecting their preference of learning approaches.

Reliability of the revised two-factor study process questionnaire was measured by using Cronbach's Alpha and the value was (0.853).

Tool 4- Academic Achievement Factors Questionnaire.

It was developed by **Perger and Takaces (2016)** and was modified by researchers to assess nursing students' perception regarding factors of success. It consists of 31 items. It categorize into eight dimensions:

- Support by family and friends (3) items.
- Practice-oriented education (6) items.
- Social relationships in university (4) items.
- Support for student's learning in classroom (4) items.
- Student's study habits (5) items.
- Student's attitude towards responsibilities in university (4) items.
- Assistance provided by the remedial courses (3) items.
- Conscious career choice (2) items.

Scoring system

Nursing students' responses were measured on a three points Likert Scales, ranging from (1) not important to (3) important. Scores of each dimension summed up and mean & standard deviation was calculated and converted into percent scores.

Reliability of academic achievement factors questionnaire was measured by using Cronbach's Alpha and the value was (0.886).

Tool 5 - Student Self Efficacy Scale.

It was developed by **Schwarzera (2013)** and was modified by researchers to assess nursing students' perception regarding their self efficacy as factor contributing to advance academic achievement. It consisted of 10 items.

Scoring system

Students' responses were measured on a three points Likert Scales, ranging from (1) Never to (3) always. Scores of scale summed up and converted into percent scores. The perception was considered high if the percent scores was more than 75%, moderate if the percent score was ranged from 60 to 75%, while it considered low if the percent score less than 60%.

Reliability of student self efficacy scale was measured by using Cronbach's Alpha and the value was (0.902).

International Journal of Novel Research in Healthcare and Nursing

Vol. 6, Issue 1, pp: (818-830), Month: January - April 2019, Available at: www.noveltyjournals.com

II. Operational design:

The operational design for this study included three stages, namely a preparatory phase, a pilot study, the field work.

Preparatory phase:

All tools: Students' learning styles questionnaire, the revised two-factor study process questionnaire, academic achievement factors questionnaire and student self efficacy scale were translated into Arabic and tested for face and content validity by 5 experts from nursing administration department, The experts asked to answer on four points Likert Scale ranging from strongly not relevance (1) to strongly relevance (4).

Pilot study:

A pilot study was conducted in October 2018 and was carried out on 37 of the nursing students that represent (10%) of total subjects to ensure clarity and relevancy of tools. No modifications were done and they were included in the study subjects.

Field work:

Data collected phase: The data were collected at Faculty of Nursing at Benha University from the fourth academic year of nursing students at academic years 2018/2019. The data collected to assess learning styles, learning approaches, academic achievement factors and self-efficacy among nursing students

The researchers distributed the tools: Personal data questionnaire, students' learning styles questionnaire, the revised two-factor study process questionnaire, academic achievement factors questionnaire and student self efficacy scale) to the nursing students after clear the purpose of the study. The time needed to complete the tools were 25-45 minutes for collecting data from nursingstudents.

The nursing students recorded the answers in the presence of the researchers to ascertain all questions were answered. The data of three tools was collected over period of three months started from November 2018 to end of January 2019.

III. Administrative design:

Official permission was obtained from the dean of Benha Faculty of Nursing Benha University to collect necessary data.

Ethical consideration

Before conducting the study, researchers had done explanation of the nature and aim of the study has been explained to students. All subjects were informed that participation in the study is voluntary and informal consent was obtained from each participant in the study. Confidentiality of data obtained was protected by the allocation of a code number to the questionnaire sheets. Nursing students were informed that the content of the tools will be used for the research purpose only. Participants' right to withdraw from the study at any time was ascertained.

IV. Statistical analysis

The collected was revised, coded, tabulated and using statistical package for social sciences (SPSS version 20). Descriptive statistics were applied in the form of means, standard deviation for quantitative variables and frequency and percentages for qualitative variables. Pearson correlation coefficient was used as a measure of the strength of a linear association between two quantitative variables. Statistical significance was considered at p-value $P < 0.05$, and considered highly statistical significance at p-value $P < 0.001$.

3. RESULTS

Table (1): Shows that 69.9% of nursing students were in age group from 22 to less than 23 years old with Mean \pm SD (22.31 ± 0.548). Regarding to pre university education, the majority (86.7%) of nursing students had general secondary school. Regarding to sex, the majority of nursing students (79.5%) were female. In relation to marital status, most of nursing students (81.6%) were single. As far as residence, more than half of nursing students (58.2%) were from rural area.

Figure (1): Shows that the highest mean score was 4.12 was reported by nursing students for kinesthetic/ tactile preference learning style that followed by 3.45 for auditory preference and finally the lowest mean score was 2.98 as reported for visual preference .

Figure (2): Displayed that 80.3% of nursing students reported for deep learning approach and 65.4% of them reported for surface learning approach.

Table (2): Shows that the total mean and standard deviation regarding nursing students' opinions regarding academic achievement factors dimensions was 86.53 8.30. And the highest academic achievement factor was support by family and friends & support for student's learning in classroom that followed by assistance provided by the remedial courses, practice-oriented education, then student's attitude towards responsibilities in university , conscious career choice, then social relationships in university, and finally, student's study habits was the lowest factor.

Figure (3): Clarified that the highest percentage (79.2%) of nursing students had high level of self efficacy, while 15.9% of them had moderate level of self efficacy and only 4.9% of them had low level of self efficacy.

Table (3): Demonstrated that there was a highly statistically significant correlation between total level of nursing students` self efficacy and academic achievement factors, learning styles and learning approach with (P = 0.000 , r = 0.672, 0.678, 0.767) respectively.

Table (1): Distribution of nursing students according to their Personal characteristics (n=376)

Personal characteristics		No	%
Age	21 years	39	10.4%
	22 years	263	69.9%
	23 years	74	19.7%
	Mean ± SD	22.31 ± 0.548	
Pre - University Education	General secondary school	326	86.7%
	High Nursing institute	51	13.3%
Sex	Male	77	20.5%
	Female	299	79.5%
Marital status	Single	307	81.6%
	Married	69	18.4%
Residence	Urban	157	41.8%
	Rural	219	58.2%

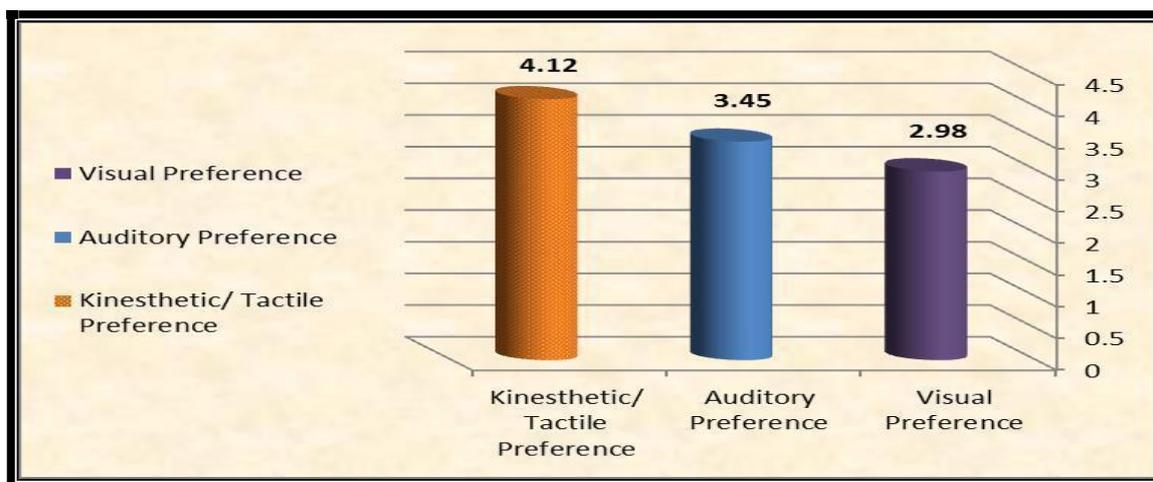
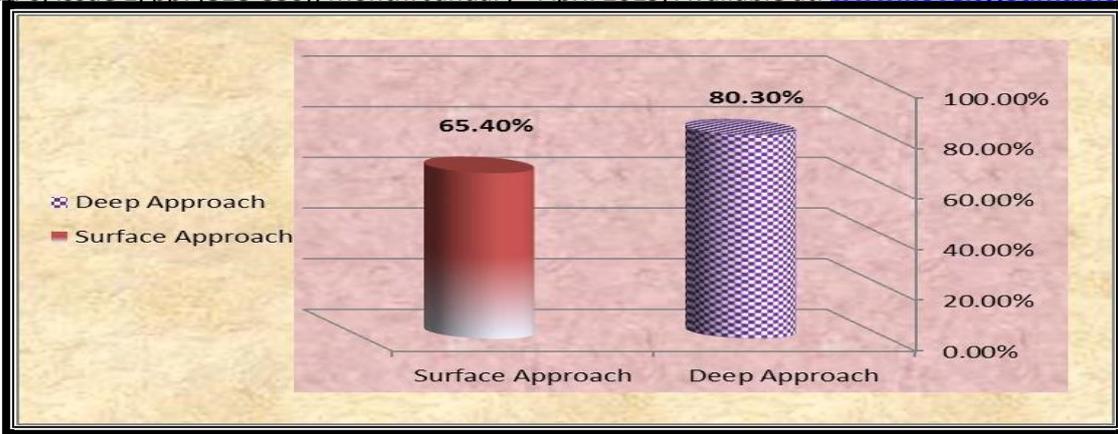


Figure (1): Mean scores of learning styles among nursing students (n=376)



* Percentages are calculated relative to maximum score.

Figure (2): Percentage of deep & surface learning approach among nursing students (n=376).

Table (2): Mean and standard deviation of nursing students' opinions regarding factors of success (n=376)

Academic Achievement Factors Dimensions	Number s of items	Minimum scores	Maximum scores	Mean ± SD	Total percent *
Support by family and friends	3	8.00	9.00	8.82±0.48	98%
Practice-oriented education	6	10.00	18.00	17.26±1.84	95.8%
Social relationships in university	4	8.00	12.00	10.84±1.76	90.3%
Support for student's learning in classroom	4	11.00	12.00	11.76 ±0.52	98%
Student's study habits	5	8.00	15.00	12.77±2.41	85.1%
Student's attitude towards responsibilities in university	4	8.00	12.00	11.13±1.21	92.7%
Assistance provided by the remedial courses	3	5.00	9.00	8.65±1.12	96.1%
Conscious career choice	2	3.00	6.00	5.54± 0.84	92.3%
Total Academic Achievement Factors	31	61.00	93.00		86.53±8.30

* Percentages are calculated relative to maximum score.

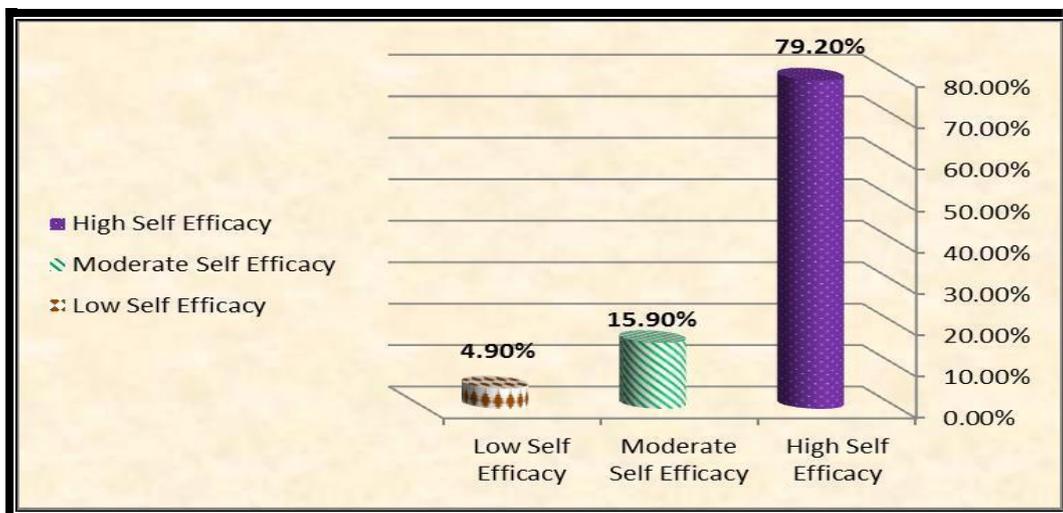


Figure (3): Distribution of nursing students according to total level of Self efficacy (n=376).

International Journal of Novel Research in Healthcare and Nursing

 Vol. 6, Issue 1, pp: (818-830), Month: January - April 2019, Available at: www.noveltyjournals.com
Table (3): Correlations between nursing students ' academic achievement factors, learning styles, learning approach and Self – efficacy (n=376).

Variables	Total Self – efficacy	
	r	P value
Academic Achievement Factors	0.672	0.000**
learning styles	0.678	0.000**
learning approach	0.767	0.000**

*A statistical significant difference ($P \leq 0.05$)

4. DISCUSSION

Today, nursing students' learning styles and approaches are a major consideration in planning for effective and efficient learning. Also, university education aspires to produce students who are knowledgeable, equipped with problem solving and critical thinking skills. All nursing students struggle for success, which is the most motivating outcome a student can experience. Preparing students for success is not easy tasks, but luckily there are many ways for teachers and faculties to prepare and promote success experiences in the classroom. Academic achievement is one of the most important concepts in the field of education. It refers to the level at which undergraduate students perform in their course of study at the University **Ndaji, Little, and Coe, (2016)**.The present study was aimed to assess learning styles, learning approaches, academic achievement factors and self-efficacy among nursing students.

Regarding learning styles among nursing students the result showed that the highest mean score was reported by nursing students for kinesthetic/ tactile preference learning style that followed by auditory preference and finally the lowest mean score as reported for visual preference. This may be due to student being able to prefer kinesthetic/ tactile preference learning style because learners learn by doing. It is important for teachers to incorporate in their curriculum activities related to each of these learning styles so that all students are able to succeed in their classes. While we use all of our senses to take in information. Also, kinesthetic students that are kinesthetic learn best with and active “hands-on” approach. These students favor interaction with the physical world. But regarding, visual preference learning style students depend on the instructor's or facilitator's non-verbal cues such as body language to help with understanding.

This result was in the same line with **Alharbi, Almutairi, Alhelih and Alshehry, (2017)** whose are reported active learning style is more preferred than reflective style, sensing is more preferred than intuitive style, visual is more dominant than verbal style, and sequential is more preferred than global style. A previous study reported similar learning preferences among the students of various fields of science in Turkey. In addition to **Fleming et al. (2011), Mahmoud, Ahmed, Ibrahim, (2019)**, they found that the preferred learning styles of first and fourth year nursing students were reflector and activist styles.

The result of learning approach indicated that of the majority nursing students reported for deep learning approach and 65.4% of them reported for surface learning approach. This may be due to students using deep approaches responded to various learning tasks that were linked to certain approaches to processing information and it focused not only on substance but also the underlying meaning of the information. Additionally, Deep learning is integrating and synthesizing information with prior learning in ways that become part of one's thinking and approaching new phenomena and efforts to see things from different perspectives and deep learning is more personally rewarding than surface learning.

This result agreed with **Biggs, (2013)** who reported deep learning is important because students who use such an approach tend to earn higher grades, and retain, integrate and transfer information at higher rates and associated with an enjoyable learning experience. While the surface approach tends to be less satisfying. Also, this result consisted with **Hasnor, Ahmad and Nordin, (2013)** whose clarified students are more prone to use deep approach to studying than surface approaches

The result of the factor study showed eight academic achievement factors which contribute to the successful completion of university studies, and in this study were interpreted as factors affecting academic achievement. The findings of the present study regarding nursing students' opinions in relation to academic achievement factors dimensions; the highest academic achievement factor was Support by family and friends & Support for student's learning in classroom that followed by Assistance provided by the remedial courses, Practice-oriented education, then Student's attitude towards

International Journal of Novel Research in Healthcare and Nursing

Vol. 6, Issue 1, pp: (818-830), Month: January - April 2019, Available at: www.noveltyjournals.com

responsibilities in university, Conscious career choice, then Social relationships in university, and finally, Student's study habits was the lowest factor.

This may be due to four of the eight factors be able to be interrelated to the institutional factor. This result is not surprising, because recently higher education scholars have collaborated on the role of higher education organization, such as the impact of interaction between faculty members and students, teaching lecturers or the impact of various institutional support courses. In this study practice oriented education, supports for student's learning in classroom, the assistance provided by the remedial courses and social relationships on university are linked to the institutional context.

This result consisted with **Abdel Naby, (2017)** who found that the majority of students agreed that supports for student's learning in classroom, and support by family and friends, to be the first most important factor and practice-oriented education to be the second most important factor in degree completion. However, the assistance provided by the remedial courses was the third most important of the eight factors, then conscious career choice, then student's attitude towards responsibilities in university, then social relationships on university, finally student's study habits. This also supported by (**Ebrahim, Ibrahim, 2018**) they stated that the most important achievement factors are social relationships in university, Practice-oriented education and support by family and friend respectively.

While, **Perger and Takaces, (2016)** found that students judged that supports for student's learning in classroom, to be the first most important factor, student's study habits, to be the second most important factor, conscious career choice was the third most important of the eight factors, then practice-oriented education, then support by family and friends, then the assistance provided by the remedial courses, then student's attitude towards responsibilities in university, finally social relationships on university.

This finding was agreed with **Yahya, (2017), James, Andy, Joe, Okoto (2014)** they found that there are relationships between classroom preparation and interactive learning tools and success factors. Also, **Artuner and Ateş, (2013) and Atuahene, (2013)** study, who found that school management systems, especially school principals, teachers, educational programs and support systems, and the physical structure of the school were focused during the school's educational reforms that were the most important factors affecting student achievement.

The findings of the current study revealed that the highest percentage of nursing students had high level of self efficacy, this may be due to the students judged for items, and to be had high percent. These items were if students have adequate effort, they will success to solve hard problem, easy for their to stick to their plan and achieve their goals, and because they are smart they can figure things out when something unexpected happens.

This finding was agreed with **Elsayed, Mahmoud, Ismail, (2013)**, who found that nursing student had high self efficacy, who conduct study about "Effect of faculty support, and nursing students' self efficacy, and affective commitment on their academic achievements". Also, **Abdel Naby, (2017)** who found that 92.1% of nursing students had high self efficacy. And **Athira, Kaviyabala, Sayujya, Varsh and Buvanewari, (2017)** who conduct study about "Self efficacy among nursing students" found that the general Self-Efficacy was high among nursing students. Also, **Goulao, (2014)** stated that to determine that students make life decisions based on their perceived self-efficacy by undertaking activities and choosing situations we deem to be within their capabilities for success. Activities associated with failure are avoided. When humans have a strong sense of perceived self-efficacy, they put forth a larger effort to complete a task despite the obstacles they meet than those who have a weak sense of self-efficacy.

According to **Shukulaku, (2013)** who stated that confident individuals anticipate successful outcomes. Students confident in their social skills anticipate successful social encounters. Those confident in their academic skills expect high marks on exams and expect the quality of their work to reap personal and professional benefits. And **Schwarzer, (2015)** who found that individuals with high self efficacy attempt challenging tasks more often, persist longer at them, and exert more effort, because of beliefs individuals hold about their abilities and the outcomes of their efforts to powerfully influence the way in which they behave, knowledge and skill. **Lilian, (2012)** said that the task will be avoided if it is perceived to be too difficult. Although inefficient individuals usually avoid challenging tasks, when they do attempt them they give up more easily than individuals with high efficacy.

The finding of this study was in the In contrast with **Kassemet , Elsayed, Elsayed ,(2015)**, who revealed that majority of Nursing Students at the faculty of Nursing had mild self-efficacy. Also, was disagree with (**Abdal, Alavi, Adib- Hajbaghery, 2015; Ebrahim, Ibrahim, 2018**), they stated that the majority of nursing students had moderate level

International Journal of Novel Research in Healthcare and Nursing

Vol. 6, Issue 1, pp: (818-830), Month: January - April 2019, Available at: www.noveltyjournals.com of self efficacy. The first conduct study about " Clinical Self-Efficacy in Senior Nursing Students: A Mixed- Methods Study" and the second conduct study about " The Relationship between Bullying, Achievement Factors, And Self-Esteem among Nursing Students". And (Zhang, et al., 2015) stated that the mean general self-efficacy scores of the student nurses were low who conduct study about "Relationship between self-efficacy beliefs and achievement motivation in student nurses".

The present result of the study revealed that statistical positive correlation between nursing student self efficacy and their leaning approaches. This result was supported by Brady, (2013), stated that the nursing students embrace an intrinsic inspiration to memorize with a mental interest instead of seeking out for outside rewards. Once the data to be learned makes sense, they attempt to fit it into the accessible coherent body of information. Also, Akhlaghi, Mirkazemi, Jafarzade, Akhlaghi, (2018) they reported that student's learning approach is a key component of academic achievement. Recognition of learning approaches and modifying education accordingly will cause lecturers to make use of appropriate methods of teaching and pay attention to personal differences.

The present result of the study revealed that statistical positive correlation between nursing student self efficacy and their leaning styles. This result was in similarity with finding of Carulla and Hipona, (2018), they stated that learning styles represent the students' competency to understand and accept the information in the classroom. And those students normally display an extraneous inspiration to learn and an unquestioning the acknowledgment of everything in the course reading and in class discussion.

The present result of the study revealed that statistical positive correlation between nursing student self efficacy and academic achievement factors. This study was in similarity with Nazir, (2012) study; findings indicated that all the factors to students, faculties, home and teacher have an extensive effect on the academic performance of the student respondents especially their self efficacy. 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, wholeness, confidence, integrity and reassurance from both the teacher and the student. Also, this is supported by Haka and Pervizi, (2017) who points out that several factors may be related to one's self-esteem, include social group membership, parental involvement. Also, the finding of the present study is supported with Guntern, Korpershoek, and Van der, (2017) study; they reported that self-efficacy positively correlated to academic achievement measures and base work performances. As well as, he proved self-efficacy is a strong predictor of academic achievement.

In the fact presence of quality reassurance department in the nursing faculty placed a great importance on improving the quality of academic programs and the quality of graduates. As well as, faculty staff have insight toward nursing students' and reflect on adapting a variety of teaching approaches for all nursing students, keeping in mind the exclusive attributes of each nursing student. This may then lead to high self-efficacy.

5. CONCLUSION

Based on the foregoing findings and discussion, it can be concluded that this investigation has revealed overwhelming data-based evidence. Finding revealed that, There was a statistical significant positive correlation between total level of nursing students' self efficacy and academic achievement factors, learning styles and learning approach. These finding answer all research question. The majority of nursing students reported that they prefer kinesthetic/ tactile learning style that followed by auditory preference and finally visual preference. And majority nursing students reported for deep learning approach and less than two thirds of them reported for surface learning approach the highest academic achievement factor was support by family and friends and support for student's learning in classroom. And the majority of nursing students had high level of self efficacy.

6. RECOMMENDATIONS

In the light of the finding obtained from the present study, the following recommendations are suggested:

- Create high-attainment environments through the policy flexibility of the faculty to meet the needs of nursing students.
- Improve the efficiency of nursing students through different leaning, teaching methods and applying of skills mastery experiences, vicarious experiences, and social persuasions in education.
- The Nursing curriculum should combine leaning activities that support nursing students in developing self-efficacy,

International Journal of Novel Research in Healthcare and Nursing

Vol. 6, Issue 1, pp: (818-830), Month: January - April 2019, Available at: www.noveltyjournals.com which donated the nursing students an opportunity to think more positively and confidently about themselves

- It is needed to ascertain the other factors to advance academic achievement and academic performance as affective commitment, motivation, and self-esteem.
- Additional research must be conducted about factors affecting on nursing student to poor or hinder academic achievement.
- Generalization of research through all students at academic years and more faculties, or compare between two or more faculties.

REFERENCES

- [1] **Abd El Naby, Z. (2018):** Contributing Factors to Advance Academic Achievement among Nursing Students at Benha Nursing Faculty, Unpublished Master Thesis - Faculty of Nursing –Benha University.
- [2] **Abdal, M., Alavi, N., Adib-Hajbagheri, M. (2015):** Clinical Self-Efficacy in Senior Nursing Students: A Mixed-Methods Study, *Nurs Midwifery Stud.* 2015 September; 4(3): 1-8, e29143
- [3] **Ahmed H., Mahrous E and Taha N.(2017):** Relationship between nursing students' clinical placement satisfaction, academic self-efficacy and achievement, *IOSR Journal of Nursing and Health Science*, Vol (6), pp. 101-112.
- [4] **Akhlaghi N, Mirkazemi H, Jafarzade M, Akhlaghi N. (2018):** Does learning style preferences influence academic performance among dental students in Isfahan, Iran? *J Educ Eval Health Prof.* 2018; 15:8. doi: 10.3352/jeehp.2018.15.8.
- [5] **Alharbi, H, A., Almutairi, A, F., Alhelih E M., and Alshehry A, S. (2017):** The Learning Preferences among Nursing Students in the King Saud University in Saudi Arabia: A Cross-Sectional Survey. *Nursing Research and Practice.* P. 7.
- [6] **Artuner, G, and Ateş, H. (2013):** The importance of school management has been increasing in student academic success, based on international exams, *International journal on new trends in education and their implications*, Vol 4 (3), pp. 197-201.
- [7] **Athira, V., Kaviyabala, D., Sayujya, C., Varsh, T., and Buvanewari, R. (2017):** Self efficacy among nursing students", *International Journal of Current Research*, 9, (08), 55748-55751.
- [8] **Atuahene, F. (2014):** The development of higher education in Africa: prospects and challenges, *International Journal of Perspectives on Education and Society*, Vol 9(21), pp.215 – 263
- [9] **Biggs, J. B. (2013):** Teaching for quality learning at university. Buckingham: Open University Press.
- [10] **Brady C. (2013):** Understanding learning styles Providing the optimal learning experience. *International Journal of Childbirth Education.* 2013; 28: 16-19.
- [11] **Carulla, J., Hipona, J. (2018):** Attitudes towards Learning and Learning Styles of Nursing Students in Selected Nursing Schools: Basis for Instructional Strategic Plan. *Nur Primary Care.* 2018; 2(5): 1-9.
- [12] **David, M. (2016):** Self efficacy and academic achievement, *Journal of sociological perspectives*, Vol 4(2), Pp30-35.
- [13] **Ebrahim, R., Ibrahim, S. (2018):** The relationship between bullying, achievement factors, and self-esteem among nursing students, *International Journal of Novel Research in Health care and Nursing*, Vol. 5, Issue 3, pp.: (476-489).
- [14] **Elsayed, T., Mahmoud, A and Ismail, W. (2013):** Effect of faculty support, and nursing students' self efficacy, and affective commitment on their academic achievements, *Life Science Journal*, Vol 3(10), Pp 2607-2616.
- [15] **Falk K, Falk H, Jakobsson U. (2016):** When practice precedes theory a mixed methods evaluation of students learning experiences in an undergraduate study in nursing program. *Nurse Educ. Pract.* 2016; 16: 14-19.
- [16] **Goulao, M. (2014).** The relationship between self efficacy and Academic achievement in adults learners, *Athens journal of Education*, Vol 1(3), Pp 234-247.
- [17] **Guntern, S., Korpershoek, H, and Van der, G. (2017):** Benefits of personality characteristics and self efficacy in the perceived academic achievement of medical students, *Journal of educational psychology*, 37(6), Pp 733- 744.

International Journal of Novel Research in Healthcare and Nursing

Vol. 6, Issue 1, pp: (818-830), Month: January - April 2019, Available at: www.noveltyjournals.com

- [18] **Haka, F., and Pervizi, A. (2017):** The Interplay between Bullying, Self-Esteem, and Empathy in a Sample of Albanian 12-16- Year Old Adolescents. *American Scientific Research Journal for Engineering, Technology, and Sciences*, 29(1):116-123.
- [19] **Haskell, N., Tutor, S and Pearson, H. (2016):** Classroom strategies to improve student self-efficacy and learning outcomes, *Journal in higher education*, Vol 4(4), Pp 500-506
- [20] **Hasnor, H. N, Ahmad, Z & Nordin N. (2013):** The Relationship between learning approaches and Academic Achievement among Intec Students, *Uitm Shah Alam. Social and Behavioral Sciences* 90:178 – 186.
- [21] **Hipona J, Vertucio H. (2017):** Formulation of Learning Strategies Using Biggs RSPQ-2F Thru Attitudinal Studies of Selected Nursing Students in Higher Education Institution in Metro Manila. 2017.
- [22] **James, P., Andy, I, Joe, I., and Okoto, T. (2014):** Academic achievement prediction: Role of interest in learning and attitude towards school. *National Journal of Humanities Social Sciences and Education*, Vol 1(11), PP 73-100
- [23] **Kassemet, A., Elsayed, R., Elsayed, W. (2015):** Bullying Behaviors and Self Efficacy among Nursing Students at Clinical Settings: Comparative Study, *Journal of Education and Practice*, Vol.6, No.35, pp. 25- 36.
- [24] **Lilian K., (2012).** A study of the attitude, self efficacy, effort and Academic Achievement of City U students towards research met hods and statistics. *Discovery student E- Journal*, Vol (1), Pp 154-183.
- [25] **Mahmoud, H., Ahmed, K., Ibrahim, E. (2019):** Learning styles and learning approaches of bachelor nursing students and its relation to their achievement, *International Journal of Nursing Didactics*, 9: (03), pp. 11-20.
- [26] **Michelle A. (2015):** Examining Relationships among Faculty-Student Interactions, Academic Self-Efficacy, Self-Regulation, and Academic Achievement of Undergraduate students, A Thesis submitted in partial fulfillment of the requirements for the degree of Master of Arts at George Mason University, Pp 20, 27.
- [27] **Nadaji, F., Little, J and Coe, R. (2016):** A comparison of academic achievement in independent and state school, *Journal of evaluation and mentoring*, Vol 5(7), Pp7-10.
- [28] **Nazir, N. (2012):** A Study on Impact of School Environment on Academic Achievement among Adolescents. *International Journal of Social Science Tomorrow*, Vol 1(5), Pp. 1-5.
- [29] **Perger M and Takacs I. (2016):** Factors contributing to Students“ Academic Success Based on the Students“ Opinion at BME Faculty of Economic and Social Sciences, *Research article Periodic Polytechnic Social and Management Sciences*, Vol 24(2), Pp 119-135.
- [30] **Salamonson, Y. Weaver,R., Chang,S., Koch, J.,&Bhathal, R.(2013):** Learning approaches as predictors of academic performance in first year health and science students, *Nurse Education Today*, 2013; 33: 729–733.
- [31] **Schawarazera R. (2013):** Everything you wanted to know about the general self-efficacy scale, *Research article, Windsor, Us. Nelson*, Pp35-37.
- [32] **Schwarzer R., (2015).** *Self-Efficacy: Thought Control of Action*, 4th ed, routledge company, London, P201.
- [33] **Shkullaku R. (2013):** The relationship between self – efficacy and academic performance in the context of gender among Albanian students, *European Journal of academic research*, Vol (1), Pp 467-478.
- [34] **Zhang, Z., Zhang, C., Zhang, X., Liu, X., Zhang, H., Wang, J., Liu S. (2015):** Relationship between self-efficacy beliefs and achievement motivation in student nurses, *Chinese Nursing Research*, 2(2015), pp. 67-71.