

## Academic Performance in Nursing Graduate Students

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### Abstract

**Objectives.** Analyze academic performance on nursing students in their bachelor's degree. Describe the factors that affect academic performance. **Methodology:** quantitative approach, descriptive, transversal; no probabilistic sample of 55 students. AMEDMAR validated instrument was used with 59 items, reliability of .858. Descriptive statistics were applied with frequency and percentages by using the statistics package SPSS. The norms and universal ethical principles were accomplished. **Contribution.** Identify the factors that affect academic performance in students, it will be an opportunity from the professor and the institutional authorities because it will support the fulfillment from the National Development Plan 2013-2018, to the objective of guarantee quality health services for Mexicans, to form professional excellence human resources. Thus contributing to increase educative quality and favor nurses to grant a quality and secure attention. Furthermore the academic performance builds an indicator level from the knowledge reached by the student, and is composed with a factor to value the educative quality, this studio will help to identify and addressed in a timely the factor that affect performance, favoring the studies in the bachelor's degree plan.

### Academic performance, intrinsic motivation, extrinsic motivation

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## Introduction

The academic performance of students is affected by multiple factors that need to be identified and corrected, the nursing profession needs to increase the quality of education to ensure that graduates guarantee quality and safety in care for people in the professional practice. In addition academic performance is an indicator of the level of learning achieved by the student and is a factor in assessing educational quality. (Torres, 2011, p.53) It points out that among the school factors that affect academic performance, is the administration of the educational institution, its policies, and strategies; the training, commitment, workload of teachers. It also emphasizes that the objective of the teacher is to train and promote the development of the students in charge and not only fail them.

It is necessary to identify the factors that affect the academic performance of nursing students because from the educational point of view it can be said that the academic performance is a result of the learning produced by the educational activity of the teacher and as a result in the student. The term academic achievement covers different factors that students must face. Therefore, starting from the definition of Pizarro in 1985 (as cited in (Tonconi, 2009)), academic performance is a measure of the respondent or indicative capacities that express in an estimative way, what a person has learned as a consequence Of a process of instruction or training. It also defines performance from the perspective of the student as the respondent's ability to respond to educational stimuli, which can be interpreted according to pre-established educational objectives or purposes. While (Carrasco 1985) academic performance can be understood in relation to a social group that sets a range of minimum approval levels and maximum disapproval levels in a given range of knowledge and / or skills.

Academic performance according to Montero and Villalobos, 2004 (as quoted in Garbanzo Vargas, 2014, p. 124) is a set of multicausal factors that impact on the academic outcome; They intervene in the sociodemographic, psychosocial, pedagogical, institutional and socio-economic aspects; among them; Motivation, anxiety, self-esteem, perception of academic climate, enthusiasm, teaching staff, sense of purpose. In addition, academic achievement is an indicator of educational quality and efficiency. Demonstrations of failure such as poor academic performance, repetition and dropout, express deficiencies in a university education system. The causes of student failure should be sought beyond the student himself.

This is not the sole responsibility for its failure, it is also the educational institution and many other factors. Gender, marital status, type of residence, age, type of secondary school, parental educational level, labor status at admission, socioeconomic status and the working condition of the mother are elements that affect the performance of a student in college. However the influence is not homogeneous. Low-performing students are most affected by factors such as gender, age, parental education, and work status. (Barrionuevo & Brizuela, 2013). Likewise, good learning and consequently a good academic performance, depends on the dedication that the student lends to homework during the time that is in his home. Academic performance is also related to learning processes (Rosales, Gómez, & Gómez, 2010).

## Methodology to apply

A quantitative, descriptive and cross - sectional study was carried out during the month of June 2015; the sample was non-probabilistic of 55 students who voluntarily agreed to participate, were informed about the confidentiality of the data and that there would be no repercussions on their qualifications. The MEDMAR validated instrument (Medina & Martell, 2008, pp. 24-25) consists of 59 items on a Likert scale that fully agree, agree, disagree and totally disagree, measure academic performance through contextual dimensions where include the family indicator that seeks to know the family context in which the student is developed and is measured with the items of 49-51, as well as the school context that allow to determine the conditions of the educational institution in which they study and are measured with items 1-9 and 52-59. The second dimension is determined by means of the personality / human profile indicator, which seeks to know the personality traits of the student and is measured by means of items 30-48, finally the school profile that seeks to determine aspects of behavior about life and is measured by items 10-29. A reliability of .858 was obtained. Descriptive statistics were applied with frequencies and percentages using the statistical package SPSS, it was complied with the norms and universal ethical principles.

## Results

Sociodemographic variables, according to the age of the students in the nursing career, 31% (17) are 21, 27% (15) 20 years; 62% (34) are female and 38% (21) male; 64% do not work and 36% (20) if they work; 80% (44) do not have some type of scholarship and 20% (11) if they have a scholarship; 29% (16) have an average rating of 7.6-8.0 and 25% (14) have an average of 8.6-9.0.

According to contextual variables in family indicators, 65% (36) strongly disagree that their parents have always agreed on the career they have chosen and 27% (15) disagree; 51% (28) strongly disagree that their families often come together to live together and 41% (23) disagree. Also for the school indicators that allowed to determine the conditions of the educational institution, it was found that 76% (42) disagree that their teachers have a solid and comprehensive education and 15% (8) totally disagree; 71% (39) disagree that most of their teachers show excellent mastery of subject matter and 16% (9) strongly disagree, 64% (35) disagree that when a teacher imparts classes are noted to enjoy their work and only 20% (11) agree; 64% (35) disagree that most teachers have high expectations about student achievement and only 20% (11) agree; 56% (31) disagree that the way in which they evaluate them faithfully reflects their use and 33% (18) agrees; 60% (33) disagree that in general, the number of students per class seems adequate and 20% (11) agrees.

The student's own variables were measured through the personality / human profile indicator where he sought to know the personality traits of the student, finding that 45% (25) agree that they are considered impulsive and 24% disagree; 42% (23) disagree that they are generally in good physical condition and 35% (19) agree; 60% (33) agree that they generally feel fatigued and 18% (10) are totally in disbelief; 36% (20) responded that they disagree that it is rare that they become ill and 27% (15) strongly disagree; 47% (26) responded strongly disagree that they need to be clean at all times and 42% (23) disagree; 44% (24) disagree that they know how to remain calm in stressful situations and 40% (22) strongly disagree.

49% (27) strongly disagree on having a clear vision of what they will be doing at the end of the race and 42% (23) disagree; 45% (25) strongly disagree on having a clear vision of what they will be doing in ten years and 40% (22) disagree.

The school profile sought to determine the behavioral aspects of the student's life, 44% (24) responded totally to being forced to study a university degree and 40% (22) agreed; 56% (31) disagree that he considers that he spends time for tasks (tasks, study) of his career and 23% (13) strongly disagree; 51% (28) disagree that it is usually organized to perform efficiently with all jobs and 31% (17) fully agree; 44% (24) strongly disagree that they like to use learning tools (concept maps, diagrams, etc.) to study more easily and 38% (21) disagree; 46% (25) disagree that they generally study one day before the exams and 27% (15) agree; 46% (25) agree that he usually takes copies of the notes from his peers in order to study and 31% fully agree; 42% (23) agrees that after a certain period of time the class is more difficult to lose concentration and 35% (19) disagree; 46% (25) disagree that it is easy for them to understand the topics presented in the classes and 31% (17) agree; 42% (23) fully agree that he has thought about the possibility of changing careers and 35% (19) agrees.

## Annex

Tables and charts

## Acknowledgements

Thanks to the participating students.

It was not funded.

## Conclusions

The average grade of the students is regular, improving it will help to guarantee the educational quality and consecutively a professional exercise of quality in the graduates, for which it is necessary to integrate the young people with greater problem to the tutoring programs; Parents disagree in the career they have chosen to study, which means a serious problem because the family is very important in accompanying and supporting studies.

The students identify that their professors do not have a solid and integral formation, in addition to the teachers do not demonstrate an excellent mastery of the subject, this perhaps is due to the hiring of teachers recently graduated of the race and they do not have professional experience and some lack Of pedagogical training, a situation that can be improved by implementing compulsory induction courses for new teachers and training in pedagogy, teaching strategies, competency assessment, among others. Students generally feel fatigued and do not consider it important to be clean at all times, these factors are urgent to solve since cleanliness is an indispensable requirement in the health profession, feeling fatigued can increase the risk of making mistakes in the Practices performed by young people with hospitalized people, so they should be integrated into the tutoring program in the faculty. In addition students do not have a clear vision of what they will be doing at the end of the race, this is perhaps related to studying a career that they chose without vocation, a situation that should be solved at entry and not rejected students from other careers And where the nursing career was not her first choice to study.

It is considered important that in addition to the tutoring program, support should be sought from the psychology department of the university, as well as the unions; The factors that affect students' academic performance are multifactorial, and some young people who come from communities with conflicts with organized crime, the purchase and sale of drugs, traffic between people and other security problems affect the emotional state and academic performance.

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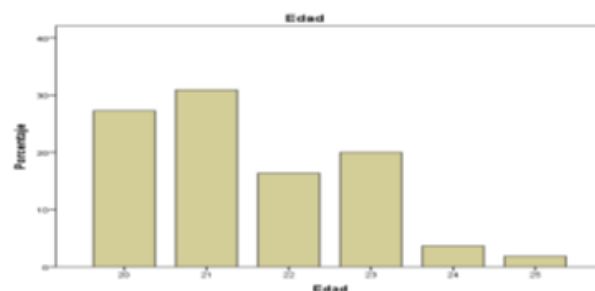
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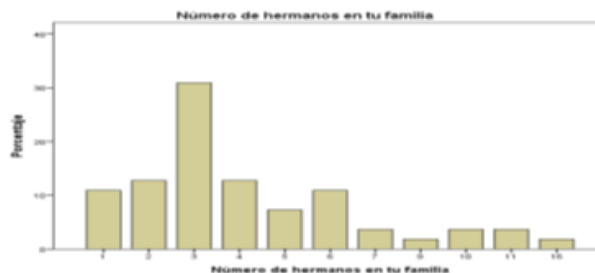
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## Appendix 1 Graphic

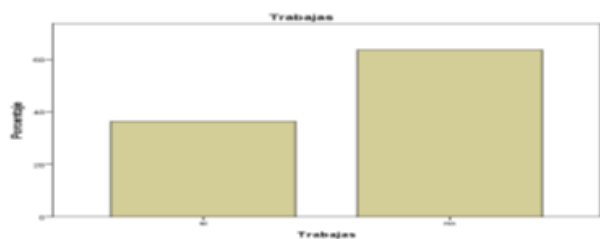
### Sociodemographic variables



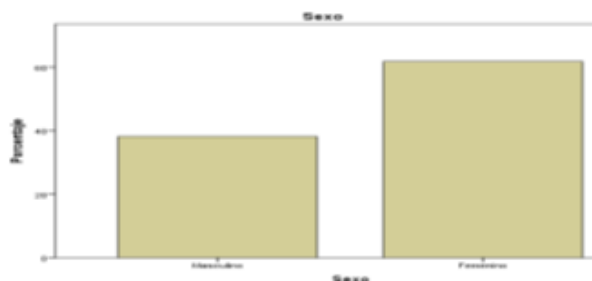
Graphic 1 Age of nursing students in Michoacán



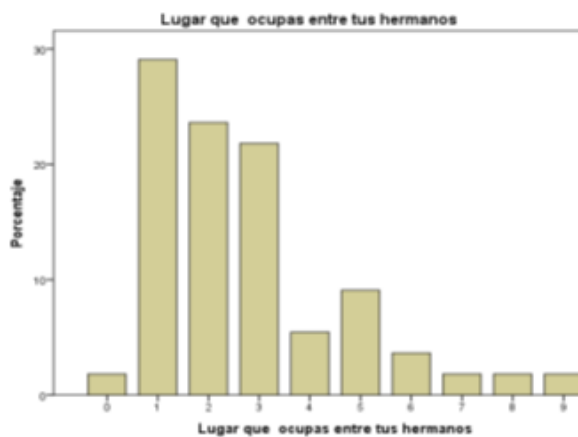
Graphic 2 Number of siblings in the family of nursing students in Michoacán



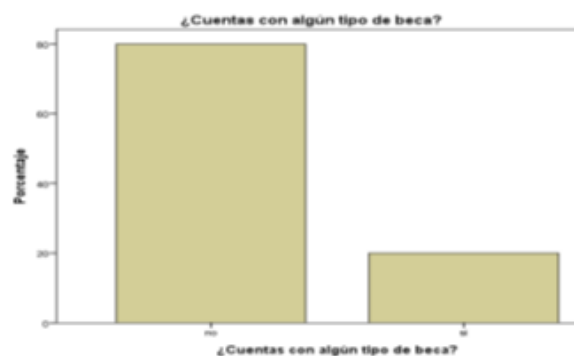
**Graphic 3** Students of the nursing career in Michoacán who work



**Graphic 4** Gender of students of the nursing career in Michoacán



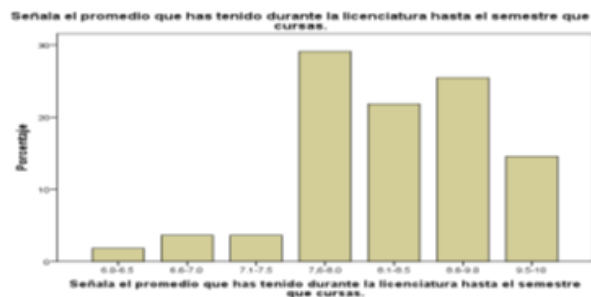
**Graphic 5** Place occupied by students of the nursing career in Michoacán among their brothers



**Graphic 6** Students of the nursing career in Michoacán with scholarship



**Graphic 7** Number of couples of nursing students in Michoacán



**Graphic 8** Average number of nursing students in Michoacán

**Family context**

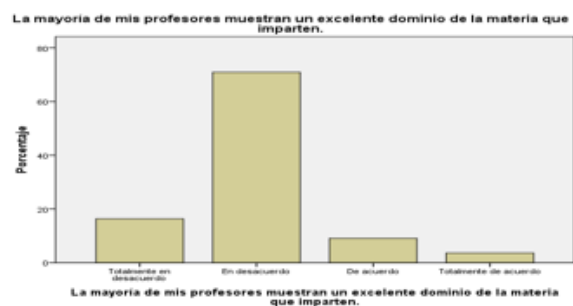


**Graphic 8** Parents who have agreed on the career choice of nursing students in Michoacán

**School Context**



**Graphic 9** Perception of students on the training of teachers in the nursing career in Michoacán

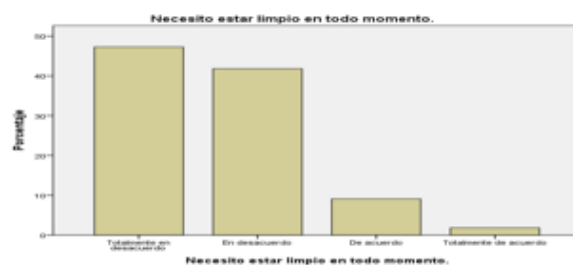


**Graphic 10** Perception of students about the mastery of the subject of the teachers in the career of nursing in Michoacán

**Indicator personality/human profile**

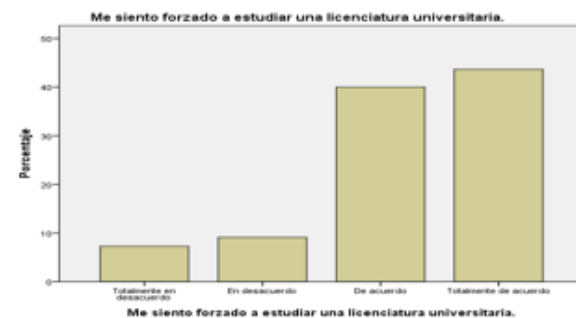


**Graphic 11** Nursing students in Michoacán who feel fatigued

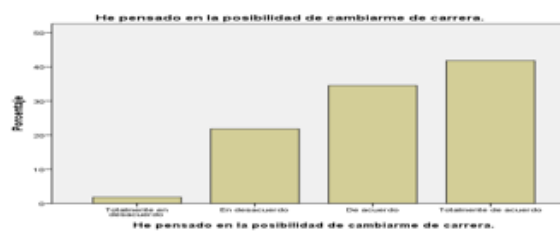


**Graphic 12** Students of the nursing career in Michoacán who do not consider important to be clean

**Student's profile**



**Graphic 13** Students of the nursing career in Michoacán who feel forced to study a university degree



**Graphic 14** Students of the nursing career in Michoacán who have thought to change their career