PII-12: Predictors of Academic Achievement in Freshman Nursing Students

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Abstract:

Introduction: Purpose: The purpose of this study was to investigate the predictors of academic achievement in freshman nursing students during the first semester after enrollments into the school. Research Questions: 1) What were the relationships between sleep quality, daytime sleepiness, perceived health, stress domains, and academic achievement? 2) What were the significant predictors of academic achievement in freshman nursing students? Significance: Although sleep quality and stress have become recognized as important factors for learning outcome, few studies have examined the influence of these factors on academic achievement in nursing students by using a longitudinal research design.

Method(s): A convenience sampling method was used to recruit participants from a nursing college located in southern Taiwan. A total of 103 participants completed interviews at baseline (one month after enrollment), one month, and two months later. Measurements included demographics, Perceived Health Scale, Pittsburgh Sleep Quality Index (PSQI), Epworth Sleepiness Scale, and Stress Questionnaire. Academic achievement was evaluated using the overall score of the first semester after enrollment.

Results: The mean overall score of the first semester was 78.46±5.43. Repeated measures ANOVA showed that except for the economic stress domain (p<.05), no significant changes were found in sleep quality, daytime sleepiness, perceived health, and all other stress domains throughout the semester (all p>.05). Six significant predictors were identified, accounting for 48.2% of the variance in academic achievement. They were credit hours taken during the semester (R2=.254), number of classes scheduled at 7:30am (R2=.084) or 9:30am (R2=.028), number of home assignments (R2=.050), physical symptom distress at baseline (R2=.042), and sleep quality at the third interview (R2=.025).

Discussion & Conclusions: Strategies to promote time management skills such as learning about goal setting and rearranging daily routines to fit school’s schedules and requirements, enhance sleep quality, and improve physical symptoms are essential to increase academic achievements in this student population. Information from this study can provide nurse educators as a reference to design or modify course curriculum.

Abstract History:

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