

Factors Associated With Academic Failure Among First Year Nursing Students At Helwan University

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Abstract: The concept of academic failure can be defined as a stop of attempting because of the fear of committing errors, however, trying to achieve a goal can be considered a success even if it was less than expected. Academic failure includes various aspects of educational failure such as frequent absence from classes, dropping out, repeating the grade or low quality of education. Aim: Was to study factors associated with academic failure among first year nursing students at Helwan university. Design: This study utilized a descriptive- analytical research design. Setting: The study was carried out in the faculty of nursing and technical institute of nursing in Helwan university, Egypt. Sample: a purposive sample of 96 male and female students, 57 students from first year of technical institute of nursing and 39 students from first year of faculty of nursing. Tools: Data was collected using three tools. I. Socio-demographic data sheet, II. Academic stress scale and, III. Students support means assessment sheet. Results: The current study revealed that, there was no significant correlation between the total score of academic stressors, study hours per day and working with study. Conclusion: There were many factors that affect academic failure with different degrees. Students, curriculum content, teachers, teaching methods and learning environments in education can lead to academic failure, especially in the fields of medical sciences. Recommendations: Give precise attention to factors like course content, instructors, teaching methods and learning environments in education can prevent academic failure. Train teachers on the application and implementation of educational skills and continuously follow-up of students performance.

Key words: Academic Failure, Factors Associated, nursing students.

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I. Introduction

Increasing the quality of educational system is considered the most influential factor in developing the countries; this is because students achieve a position as a result of their academic success in which their maximum internal and external forces are used for achieving goals of higher education and obtaining necessary conditions for successful social life. Academic failure means lack of success in education and leads to the loss of higher education costs, social and economic losses. (Najimi A., Sharifirad G, Amini M., & Meftagh S.D., 2013[1]).

Academic issues are only part of the challenge for students. Transition to university is a social one of it that involving a change in social context. Many students struggle to make solid friendships at university, large and impersonal first year classes can make this difficult. Social factors can have a major impact on transition especially in students who are the first in their family to attend university, or who have few friends who also went into tertiary study, going to university can mark a significant separation from the other social contexts in which they operate(Tym et al., 2004[2]).

Relationship building is a key factor in determining success or failure; retention or early withdrawal. Positive, professional relationships between students, their peers, institutional support staff, and teachers do have major effects. Several studies confirm that contact with faculty outside of class has a positive impact on persistence. This is likely to contribute to both social and academic integration which are related and positively reinforce each other(Pascarella& Terenzini, 2005, Zepke et al; 2005[3]).

Some reasons for poor student's performance are specific to the students and not related to external factors. For example, a learning disability is student-centered and may create an obstacle to reaching certain academic standards. Motivation can play a factor in poor student's performance. A student may be fully capable of earning high grades but might simply not care enough about education to exert the effort and might simply not enjoy learning. Teachers play a significant role in students' performance and can be responsible for poor student performance. For example, if a teacher lacks experience or is dispassionate about teaching, the students might not be able to develop comprehensive understandings of the subject material. If the teacher suffers from a classroom management problem such as extreme authoritarianism, the classroom

environment might hinder fruitful class discussions and collaborative learning (Subethra Pather, 2015[4]).

Schools and universities themselves can be contributing factors to low student performance. For example, they may respond to low scores of tests by lowering the passing standard so more students could pass. Funding of the school or university can play a role also, in schools that can't afford more teachers or building expansions, classes sometimes become overcrowded to the point that teachers have to spend more time on classroom management than on teaching which can result in lower student performance (Mckinley M.I., Deynzer, M., Dermerwe V. A., 2010[5]).

Family also can play a critical role in a student's academic performance. For example, when parents either don't care or are too busy to care about their children's performance, the students can lose their academic focus. Furthermore, living in poverty also can distract a student from academics because survival becomes a more immediate and pressing priority. If a parent or other family member is abusive, it easily can consume a student's attention and cause his or her academic performance to decline dramatically (Bedewy D, Gabriel A., 2013[6]).

A student's life is subjected to different kinds of stressors, such as the pressure of academics with an obligation of success, uncertain future and difficulties envisaged for integration in to the system. These students face, social, emotional and physical and family problems which may affect their learning ability and academic performance. Stress prevents university students from focusing and enjoying learning from behaving harmoniously, and from unfolding their unique talents (Qadir Bukhsh, Abid Shahzad, Muzammil Nisa, 2011[7]).

Accumulate stress causes frustration; depression and anxiety, and can lead to attention deficit hyperactivity disorder, substance abuse, antisocial behaviors and even violence. Stress has become an important topic in academic circle as well as in our society. Researchers have identified a number of stressors in academic institution such as many assignments, competition with other students, failures, lack of money, poor relationship with other students or teachers, family or problems at home. Institutional (University) level stressors are overcrowded lecture halls, semester system, and inadequate resources to perform academic work (Qadir Bukhsh, Abid Shahzad, Muzammil Nisa, 2011[8]).

Significance of the study:

Starting university is like starting a new life. When students leave home for university, they embark on a new journey, one that of self-reliance and self-discovery, which largely shapes up their outlook on life in the longer run. Nursing is essentially a practice discipline, informed by a theoretical base. It is crucial that students have a rigorous preparation in both theoretical and practical elements during their pre-registration program (Scammell, J. M. E., 2011[9]).

According to studies one of the major problems of higher education is the students' academic failure which not only leads to the waste of current expenditure and time but also generates mental-psychological, social and family problems for the university students. This problem is increasing every year so that many students cannot handle the curriculum (academic courses) or complete it in due time. Academic failure includes various aspects of educational failure such as frequent absence from classes, dropping out, repeating the grade or low quality of education. UNESCO attributes the concept of academic failure to repeating the grade, early dropout and decline in the educational quality of learners (Delors J. Paris: Unesco; 1996[10]).

Aim of the study:

Was to study factors associated with academic failure among first year nursing students at Helwan university through:

- 1-Assessing the factors that lead to nursing students academic failure.
- 2- Find out the different means that can assist students to overcome this failure.
- 3- Evaluate students responses toward the using of these means to skip academic failure.

Research questions:

- 1- What are the factors that cause students academic failure?
- 2- How to improve the students' academic performance?

II. Subjects & methods

2.1. Design: This study utilized a descriptive- analytical research design.

2.2. Setting: The study was carried out in the faculty of nursing and technical institute of nursing -Helwan university.

2.3. Sample: A purposive sample of 96 male and female students, 57 students from first year of technical institute of nursing and 39 students from first year of faculty of nursing. All the study sample had academic failure and repeating the first year and had different academic stressors.

2.4. Data Collection tools: Three tools were being utilized to collect data include:

2.4.1. Socio-demographic data sheet: This tool was developed by the researchers. It covers socio-demographic characteristics such as age, sex, educational level, current residence, marital status and parents level of education and occupation.

2.4.2. Academic stress scale: This tool was developed by the researchers after reviewing the recent related literature. It includes four types of stressors:

2.4.2.1. Educational stressors: it includes nineteenth items related to educational stressors as time of studying, classroom environment, teachers attitude, language and curriculum difficulty.

2.4.2.2. Social stressors: involved six items related to work with study, transportation problems, family support,etc.

2.4.2.3. Cultural stressors: involved three items related to feeling loneliness, eating habits and adaptation with living in big city .

2.4.2.4. Psychological stressors: involved nine items related to sleeping habits, attention disorder, concentration, anxiety, lack of self confidence and feeling of inferiority.

Scoring system: items were scored one = Yes, and zero = No.

2.4.3. Students support means assessment sheet: This tool was developed by the researchers and includes assessment of priority of suggested means to support students from students' point of view : involved means related to giving extra time for explanation, provide guidance and simplify topics , social solidarity of students,etc.

Scoring system: items were scored one = Yes, and zero = No.

I. Validity and Reliability

The validity of the tools were tested by offered to 5 academic expertise of nursing education to determine relevance, clarity, completeness and comprehensiveness of the tools, experts responses were either agree or disagree for the face validity. Then their opinions are reviewed and final tools were prepared and used.

Reliability:

The reliability of the tools was measured through ten percent of the sample using the established questionnaire and retested after one week on the same sample and the results were the same in each time.

Ethical considerations:

The researchers explained the objective and aim of the study to the subjects who agreed to participate in the study. Subjects were informed that they are allowed to choose to participate or not in the research and that they have the right to withdraw from the research at any time. Data collection was for research only and it burned after data analysis.

II. Pilot Study

A pilot study was carried out on 10% of sample size, involving 10 students to evaluate the efficiency, reliability, clarity and applicability of the tools. Subjects included in pilot study not excluded from the total sample as no modification of study tools were done.

III. Field work

After obtaining official permission to carry out the study. The researchers were explained the purpose of the study to students. The oral consent was obtained from the participants. The data collection of the study was covered a period of nine months from beginning of October 2016 to the end of June 2017 in the previously mentioned settings, and the researchers were available in the study settings four days/week from 9.00 a.m. to 3.00 p.m. Each tool takes 30-45 min to filled by the student.

IV. Administrative Design

The present study was carried out after taking an official permission from the dean of faculty of Nursing and the director of technical institute , Helwan University, after the aim of the study were explained clearly.

Limitation of the study:

Some students were ashamed to share in the study due to their social and family problems but they change their mind after explaining that their data was confidential and no names were mentioned. and all data were burned after study completed.

V. Statistical analysis

distribution prior to any calculations. Continuous data were normally distribute and were expressed in mean \pm standard deviation (SD). Categorical data were expressed in number and percentage. Statistical significance was set at $p \leq 0.05$.

III. Results

Table(1): Frequency and percentage distribution of the study sample as regards socio-demographic characteristics(n=96):

Items	N	%
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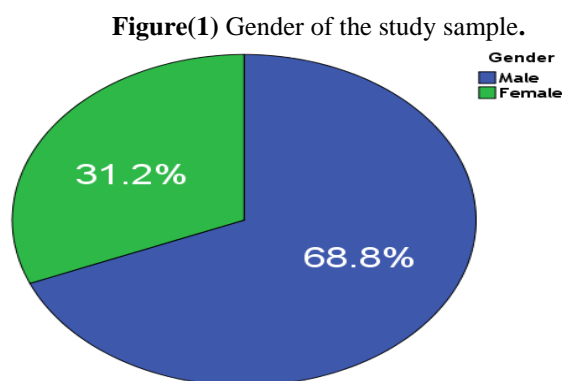
Age(years)		
18	35	36.5
19	38	39.5
20	23	24.0
Range 18-20		
Mean± SD= 1.87± 0.77		
Sex		
Male	66	68.8
Female	30	31.2
Educational Level		
1 st year technical institute	57	59.4
1 st year faculty of nursing	39	40.6
Current Residence		
With family	36	37.5
With friends	34	35.4
Alone	20	20.8
University hostel	6	6.3
Marital Status		
Single	84	87.5
Married	7	7.3
Married with children	2	2.1
Widow	3	3.1
Working with study		
Yes	25	26.0
No	71	74.0
Family income		
Enough	67	69.8
Not Enough	29	30.2
Study hours per day		
2-3 hours/ day	24	25
4-6 hours/day	24	25
1 hour/day	13	13.5
Near test	29	30.2
Never study	6	6.3
Mean± SD= 2.67± 1.30		
Mother's level of education		
Illiterate	26	27.1
Basic Education	36	37.5
Diploma	25	26.0
University Education	9	9.4
Mean± SD= 2.17± 0.94		
Father's level of education		
Illiterate	25	26.0
Basic Education	33	34.4
Diploma	34	35.4
University Education	4	4.2
Father's Occupation		
Farmer	8	8.3
Technical work	40	41.7
Employee	35	36.5
Free work	13	13.5
Mather's Occupation		
Housewife	62	64.6
Employee	34	35.4
Mean± SD= 1.35± 0.48		

Table(1) shows that, the age of the study sample ranged from 18-20 years old with Mean± SD (1.87± 0.77), it shows also that (68.8 %) of the study sample were males and (31.2%) of the study sample were females. As regards educational level, the majority of the sample were first year students in technical institute of nursing(59.4 %) while (40.6%) of them were students in first year of faculty of nursing. Both of them studying medical and surgical curriculum.

The same table reveals that, the majority of the study sample (37.5%) were resident with their family, and (35.4%) were resident with friends, while the minority of them (6.3%) were resident in university hostel. In relation to marital status, the majority of them were single (87.5%) , while the minority were married (7.3%), married with children (2.1%) and widowed (3.1%).

Additionally, the highest percentage of the study sample (74.0%) were not working with study, while (26%) of them were working with study. The family income of the(69.8%) of the study sample were enough for their requirements. As regards the study hours per day, (30.2%) of the study sample study only near the exam, while (25%)of them studied two to three hours per day and the same percentage studied four to six hours per day and the minority of them never study.

In relation to the mother's level of education, the same table(1) shows that, the majority of the study sample(37.5%) their mothers had basic education, while the minority of them their mothers had university education(9.4%). As regards to father's level of education, the majority of the study sample(35.4%) their father's had diploma, while the minority of them had university education(4.2%). Regarding to father's occupation, the highest percentage(41.7%) of fathers of the study sample were work in a technical work, while the minority of them were farmers(8.3%). As regards to their mother's occupation, the majority of their mothers were housewives(64.6%).



This Fig. illustrates that (68.8 %) of the study sample were males and (31.2%) of them were females.

Table(2): Frequency and percentage distribution of the study sample as regards educational stressors.

Items	N	%
1- No time for studying well.		
Yes	63	65.6
No	33	34.4
2- Skipping classes.		
Yes	42	43.7
No	54	56.3
3- Excess pressure from parents to get higher marks in the exams.		
Yes	18	18.8
No	78	81.2
4- Not have enough time to get prepared for the exam.		
Yes	62	64.6
No	34	35.4
5- Poor classroom environment might hinder discussions and collaborative learning.		
Yes	60	62.5
No	36	37.5
6- Difficult and large curriculum in short term.		
Yes	72	75.0
No	24	25.0
7- Difficult studying by English language and inability to cope with medical terminology.		
Yes	73	76.0
No	23	24.0
8- Lack of communication between teachers and students.		
Yes	56	58.3
No	40	41.7
9- Lack of mutual help among classmates.		

Yes	53	55.2
No	43	44.8
10- Overcrowded lecture halls.		
Yes	68	70.8
No	28	29.2
11- Teachers lacking interest in students.		
Yes	60	62.5
No	36	37.5
12- Inadequate lab and library facilities.		
Yes	58	60.4
No	38	39.6
13- Poor interest in some subjects.		
Yes	61	63.5
No	35	36.5
14- Lack of concentration during study hours.		
Yes	61	63.5
No	35	36.5
15- Difficulty in remembering all that is studied.		
Yes	60	62.5
No	36	37.5
16- Worry about exams results.		
Yes	73	76.0
No	23	24.0
17- Hesitate to ask the teacher for detailed explanation.		
Yes	63	65.6
No	33	34.4
18- Biased attitude of the teacher.		
Yes	59	61.5
No	37	38.5

Table(2) illustrates that, (65.6%)of the study sample had no time to study, (43.8%)of the study sample skipping classes, (81.2%) did not have pressure from parents to get higher marks in exam. Also (64.6%) found that they did not have enough time to get prepared for the exam, while (62.5%) replied that poor classroom environment might hinder discussion and learning. It is apparent from table (2) that (75%) of the study sample studied difficult and large curriculum in short term. (76%) of the study sample replied that they had difficulty in studying by English language and unable to cope with medical terminology.

As regards to lack of communication between teachers and students, (58.3%) of them had lack of communication with teachers. More than half of them found that there were lack of mutual help among classmates, while (70.8%) of them replied that the lecture halls were Overcrowded. In relation to Poor interest in some subjects and lack of concentration during study hours, (63.5%) of the study sample replied by yes and about the same percentage found that teachers lacking interest in students . in addition, (76%) of the study sample felt worry about exams results, (65.6%) of the study sample were hesitated to ask the teacher for detailed explanation and (61.5%)of them felt by biased attitude of the teacher .

Table(3): Frequency and percentage distribution of the study sample as regards social stressors.

Items	N	%
1-I have to work to earn money.		
Yes	69	71.9
No	27	28.1
2-Unstable families, inability to study with family conflicts.		
Yes	51	53.1
No	45	46.9
3-I have transportation problems.		
Yes	71	74.0
No	25	26.0
4- Difficulty in speaking in front of others.		
Yes	57	59.4
No	39	40.6
5- My family is uneducated.		
Yes	53	55.2
No	43	44.8
6- Unable to discuss academic failures with parents.		
Yes	65	67.7
No	31	32.3

Table(3) shows that, (71.9%) of the study sample found that they must work to earn money, more than half of them had unstable families and they were unable to study with family conflict. In relation to transportation problems,(74.0%) of them had it. (59.4%) of them had difficulty in speaking in front of others, while (67.7%) were unable to discuss academic failures with their parents.

Table(4): Frequency and percentage distribution of the study sample as regards cultural stressors .

Items	N	%
1-Homesickness, I feel loneliness.		
Yes	52	54.2
No	44	45.8
2- inability to adapt with living in big city.		
Yes	48	50.0
No	48	50.0
3-Eating healthy food.		
Yes	28	29.2
No	68	70.8

It is apparent from table(4) that, (54.2%) of the study sample felt loneliness and homesickness, while half of them were unable to adapt with living in big city and (70.8%) not eating healthy food.

Table(5): Frequency and percentage distribution of the study sample as regards Psychological stressors.

Items	N	%
1-Poor sleep habits.		
Yes	66	68.8
No	30	31.3
2-Attention disorder: it is the lack of the ability to focus attention on one thing for a suitable time.		
Yes	66	68.8
No	30	31.2
3-Inability and weakness in concentration.		
Yes	65	67.7
No	31	32.3
4-Exam anxiety and phobia.		
Yes	62	64.6
No	34	35.4
5-Learning disabilities and slow learning.		
Yes	62	64.6
No	34	35.4
6- Lack of enthusiasm and motivation for success.		
Yes	68	70.8
No	28	29.2
7-Difficulty in dealing with opposite gender.		
Yes	53	55.2
No	43	44.8
8-Lack of self confidence.		
Yes	57	59.4
No	39	40.6
9-Feeling of inferiority.		
Yes	53	55.2
No	43	44.8

Table(5) shows that, (68.8%) of the study sample had poor sleep habits and the same percentage had attention disorder, while (67.7%)of them had weakness in concentration. Also (64.6) had phobia and anxiety from exam. In relation to learning disabilities and slow learning (64.6%) of the study sample had it. Additionally, (70.8%) of them suffered from lack of enthusiasm and motivation for success. (55.2%) of the study sample had difficulty in dealing with opposite gender and (59.4%) of them had lack of self confidence, while (55.2%) had feeling of inferiority.

Table(6): Frequency and percentage distribution of the study sample as regards students' support means from students' viewpoints.

Means of students support	N	%
1-Provide extra time for explanation of difficult topics		
Yes	81	84.4
No	15	15.6
2-Demonstration and re demonstration of difficult nursing skills		
Yes	77	80.2
No	19	19.8
3-Provide guidance for net search about the needed topics		
Yes	70	72.9
No	26	27.1
4-Prepare and distribute simple handout about the needed topics.		
Yes	96	100
No	-	-
5-Simplify complex topics into simple one.		
Yes	77	80.2

No	19	19.8
6-Regular follow up of students achievement level.		
Yes	80	83.3
No	16	16.7
7-Effective communication with course coordinators especially medical and supportive courses.		
Yes	73	76.0
No	23	24.0
8-Social solidarity to students who can't afford faculty fees.		
Yes	79	82.3
No	17	17.7
9-Provide psychological support and referral.		
Yes	77	80.2
No	19	19.8
10-Provide family communication.		
Yes	45	46.9
No	51	53.1

Table(6) reveals that, all the study sample (100%) wanted to prepare and distribute simple handout about the needed topics, the majority of them(84.4%) give priority to provide extra time for explanation of difficult topics and (83.3%) preferred that the teachers made regular follow up of students achievement level. In relation to social solidarity to students who can't afford faculty fees (82.3%) of the study sample preferred it. Additionally, (80.2%) chose demonstration and re demonstration of difficult nursing skills and the same percentage chose to simplify complex topics into simple one and provide psychological support and referral. (76.0%) of them mentioned the effective communication with course coordinators especially medical and supportive courses.

Table(7): Correlations between study hours per day, working with study and total score of academic stressors.

correlations	Study hours per day	Working with study	Total score of academic stressors	Total score of students' support means
Study hours per day	1.00	-.020 0.85	- 0.003 0.97	-. 0.04 0.68
Working with study	-.020 0.85	1.00	0.05 0.58	0.11 0.26
Total score of academic stressors	- 0.003 0.97	0.05 0.58	1.00	- 0.03 0.72
Total score of students' support means	-. 0.04 0.68	0.11 0.26	- 0.03 0.72	1.00
Mean ± SD	2.67± 1.30	1.73 ± 0.44	51.51 ± 3.30	12.13± 1.11

*Correlation is significant at the 0.05 level(2 tailed).

Table(7) illustrates that, there is no significant correlation between the total score of academic stress and total score of students' support means with study hours per day and working with study.

IV. Discussion

Becoming a university student requires students to adapt to a new and very different environment, change their daily routines, organize how they use their study and leisure time, decide whether to continue, take on, or give up any paid employment, make new friends and maintain family contacts. These are some of the adjustments that need to be made within a relatively short time, in some cases the changes are made quickly and successfully, in other cases trial and error predominate, while some students struggle to make the necessary adjustments(Hazavehei SM, Fathei Y, Shamshirei M, 2003[11]).

The results of current study revealed that the studied sample mean age is 1.87± 0.77, and their age ranged from 18-20 years. 68.8% of the study sample were males, while 31.2% of them were females. Hazavehei's(2003[12]), stated that there was a significant relationship between sex and students academic failure. Some other studies revealed a relationship between age, marital status and academic failure(Obradovic et al ,2009[13]),(De Civita M, Pagani L, Vitaro F, Tremblay RE. ,(2004[14]). While this contradict the study of (Najimi A., Sharifirad G, Amini M., & Meftagh S. D., (2013[1]) which mentioned that there was no significant relationship between these factors and students' perspectives on academic failure.

The study findings displayed that, 74.0% of the study sample not working with study and 69.8% of them had enough family income. Additionally, one third of them studied only near the exam . In relation to parents education , about two third of their parents were educated. According to Dehbozorgi GH, Mooseli HA, (2003[15]) social status and family's income is positively correlated with the student's performance in academia. This findings is congruent with the study conducted by (Salamonson, Y., Andrew, S., 2006[16]) who indicated that student's employment is one of the factors that affects negatively on academic achievement of

students as the more the number of hours they work, they are more distracted from academics. furthermore, the students who work more spend less time on their studies and also pay less attention during their classes.

In relation to educational stressors, the present study revealed that, 65.6% of the study sample had no time for studying well, about the same percentage did not have enough time to prepare for the exam and 81.2% of them did not have excess pressure from parents to get higher marks in exams. This study findings is consistent with (**Dehbozorgi GH, Mooseli HA, 2003**[15]) study that confirm that lack of parents' appreciation of education and lack of boosting students' spirit by the families were among the most notable family factors which were recognized by students. So the role of parents was considered an important factor for students' educational progress and it was stated that those parents with higher educational level expected the same from their children and were considered more appropriate for them. This unconsciously pushes students to work harder in order to show more successful performance like their parents.

Students stated curriculum as the most influential factor for academic failure. 62.5% of them stated that, poor classroom environment might hinder collaborative learning and the majority of them mentioned that they take a big and difficult curriculum. Consistent with this study, **Dehcheshmeh et al(2004**[17]). studied the factors which affected educational progress and stated that curriculum was the most important factor for students' progress.

The results of the current study illustrated that, 76.0% of the study sample found that it was difficult to study by English language and they were unable to cope with medical terminology, more than half of them were had lack of communication with teachers and not had help from classmates also. 62.5% of the study sample stated that, teachers lacking interest in students and also, 63.5% had poor interest in some subjects. About the same percentage found that lab and library facilities were inadequate 60.4%. With regards to the learning environment factors and library facilities and lack of application of proper educational technology in labs (**Tovar E, Simon MA.(2006**[18]) mentioned these factors as the most influential factors for the academic failure. This also agreed with **Nile (2006**[19]) who pointed out that there is a weakness among the students of the main stages in language skills, and confirmed the reality of this weakness of students in key stages of the delay in the mastery of reading and writing skills.

In relation to social stressors, the current study revealed that 71.9% of the study sample were worked to earn money and about the same percentage had problems in transportation to the university, most of our students travelling to and from university for more than two hours each day. More than half of them had unstable families and their families were uneducated. More than two third of them were unable to discuss academic failure with their parents. This is consistent with (**Al-Zoubi. S.M, Bani Younes M.A., 2015**[20]) who mentioned that the unstable families situations make students live in a state of tension, confusion and lack of concentrating during the exam which will reflect negatively on academic performance.

In relation to cultural stressors, the current study revealed that more than half of the study sample felt by homesickness, half of them were unable to adapt with living in big city and 70.8% of them not eating healthy food. This is inconsistent with (**carter H. 2015**[21]) who assured that, for most students, homesickness can strike very hard and now with modern means of communication, most students feeling homesick can stay connected with their parents and family over the internet and mobile. **Banerjee P. A.,(2016**[22]) Confirmed that student's nutrition and diet routines affect their active working behavior and their memory recall ability.

As regards to psychological stressors, the present study showed that about two third of the study sample had poor sleep habits, the same percentage had attention disorder and 64.6% of them had exam phobia and 70.8% of them had lack of enthusiasm and motivation for success. More than half of the study sample had lack of self confidence and feeling of inferiority. This findings is congruent with (**Mckinley, M.I. Deynzer, M, Merwe, A., 2010**[6]) who indicated that, less sleep creates more stress and mental disturbance affecting student's academic performance. **Damashek R.(2003**[23]) agreed also and asserted that, motivation, interest in the field of study and self-confidence were the most important factors in the academic performance.

Damashek also noted the crucial role of motivation in achieving educational success. Consistent with (**Al-Zoubi. S.M, Bani Younes M.A, 2015**[20]) they confirmed that Exam's anxiety and phobia arise from the fear of failing in the exam or the fear of not getting satisfactory result for the student or others. However, this emotional state may affect mental processes such as paying attention, concentrating, thinking and remembering, as a result of the fact that any examination or test may decide the fate of its taker and it will affect a particular aspect of his life, such as success in the study, admission to a particular job and others, causing him fear and not achieving the requested level.

In relation to means of student's support, the current study found that, the majority of students need extra time for explanation of difficult topics and demonstration and re- demonstration of difficult nursing skills 84.4% and 80.2% respectively. 76% of them needed Effective communication with course coordinators especially medical and supportive courses. The majority of them found that, social solidarity 82.3%, psychological support 80.2% were very effective solutions to overcome academic failure. Unlikely, 46.9% of the study sample mentioned that communication with family was an effective solution to skip academic failure.

These findings were consistent with **Al-Zoubi, S.M, Bani Younes M.A, (2015[20])**, who assured that, Failure is just an incidental experience in people's lives to take lessons from it that will lead to success , they also mentioned that successful people always have confidence in their abilities to succeed and anyone who does not have self-confidence begins the battle of failure and defeat. They set some solutions like to try to set clear goals and plan to success, look for real reason for failure and try to solve it. Pay attention to students needs of diet, comfort , advise students to choose good friends or role models to encourage them. Make sure to sleep early at the night of the exam and provide an appropriate learning environment to raise the motivation and interest in learning process.

The current study revealed that, there was no significant correlation between the total score of academic stress and total score of students' support means with study hours per day and working with study.

V. Conclusion

There are many factors that affect academic failure with different degrees., students, curriculum content, teachers , teaching methods and learning environments in education can lead to academic failure, especially in the fields of medical sciences.

VI. Recommendations

1-Universities must play a more active role in ensuring the students. So, policies and programs are needed to increase financial coverage available for needy students.

2-Give precise attention to factors like course content, instructors, teaching methods and learning environments in education and welfare programming can prevent academic failure, especially in the fields of medical sciences.

3-Use attractive techniques and educational activities by the teachers to motivate students for leaning and train them on the application and implementation of educational skills to work and continuously follow-up performance processes of the students.

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