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Original article

Student Academic Success Factors in Selected Nursing Collages in Saudi Arabia

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Abstract

Background: Academic achievement is a crucial requirement for students to graduate, but its definition is complex and multifaceted. Academic aspects play a crucial role in nursing education, affecting students' success and development. ***Aim:*** The present study was conducted with aim to determine the student's perception about academic success also to assess the factors that affect students' academic success among nursing students is Saudi Arabia. ***Method:*** This research adopts a descriptive cross-sectional design to investigate factors influencing academic success among nursing students in selected Saudi Arabian colleges. The study is conducted at King Faisal University and Najran University, with a sample size of 400 nursing students chosen through purposive convenient sampling. Data is collected via a structured questionnaire covering socio-demographic details, learning styles, and perceptions of academic success. ***Findings:*** Results reveal a majority of nursing students who are predominantly female, aged 18-23, hailing from urban areas, and single. Most students willingly chose nursing, appreciate their specialty, and exhibit positive perceptions of academic success. Learning style preferences indicate a preference for cooperative learning, discovery learning, and self-education. Significant associations are identified between university choice and various demographic and academic factors. Perceptions about personal, psychological, college/university-related, home-related, and teacher-related factors are generally positive. Correlations between university choice and these perceptions are established. ***Conclusion:*** In conclusion, this study provides valuable insights into the intricate factors influencing academic success among nursing students in Saudi Arabian colleges. Emphasizing the importance of university-specific dynamics in shaping students' experiences and perceptions, the findings contribute crucial information for tailoring educational strategies and interventions.

Keywords: ***Academic Success Factors, Nursing, Saudi Arabia, Student.***

Introduction

Academic achievement is a crucial requirement for students to graduate, but its definition is complex and multifaceted (Brown et al., 2021). It involves a proactive strategy with various contributing components, resulting in tangible, tangible, and objective outcomes. Various measures focus on discrete aspects of academic success, such as motivation, career decision-making, academic skills, emotional and psychological factors, and social and interpersonal factors. However, no well-validated instrument exists to measure these aspects (Bruce et al., 2023). Educational institutions aim to increase academic success, which is an indicator of achieving educational goals. Factors affecting students' success include social support and sociometrists' status, which determines approval or rejection by a specific social group (Sanderson et al., 2022).

There is a significant relationship between interpersonal relations and social support, academic success, and perceived familial social support (Szoba, 1994). Students with higher academic success are perceived as more sympathetic and popular, while those rejected and left alone are less likely to receive career guidance (Bruce et al., 2023). Academic success is crucial for students' success during and after education, and various measurement methods are used to measure it (Bayat & Salehiniya, 2019). Multiple factors contribute to academic success, including psychological and psychosocial factors. Studies have linked academic self-efficacy with academic achievement, and parental assistance is essential for students who may avoid seeking help (Abobaker et al., 2021). However, lack of formal career guidance negatively affects students' entry and retention in higher education, and learners from previously disadvantaged schools are less likely to receive career guidance (Matsolo et al., 2018).

Support from friends and family can impact a student's academic performance, leading to emotional problems and lack of concentration. Both students and teachers should recognize conflicts and frustrations as part of healthy relationships and work on improving those (Oducado & Estoque, 2021). The student-teacher relationship can maximize positive outcomes and support personal and professional growth. To improve, instructors should possess admirable traits like commitment and passion, create a respectful, authentic learning environment, encourage unity in diversity, provide constructive feedback, and value inputs. Teachers should also observe students' learning processes and exhibit leadership. The paradigm of e-learning has evolved, and assessment and feedback techniques can enhance pedagogy in the Higher Education environment. Recent studies have explored the role of assessment and feedback in enhancing pedagogy in higher education (Senocak & Demirkiran, 2020).

Nursing education involves intellectual and practical training, including in-class education, lab simulations, and clinical encounters in various healthcare settings. Nursing programs offer

various levels of education, including diplomas, associate degrees, bachelor's degrees, and advanced practice degrees (Bayat and Salehiniya 2019). Academic achievement is crucial for nursing students, as it requires a high degree of skill and expertise for patient safety and wellbeing (Chisholm-Burns et al., 2021). A strong academic foundation equips nurses with the necessary knowledge and abilities to deliver safe and efficient patient care. Passing the National Council licensing Examination for Registered Nurses (NCLEX-RN) is often required for obtaining a nursing license and working as a registered nursem (Ndwambi & Roets, 2020).

Furthermore, with improvements in healthcare technology, research, and evidence-based practices, nursing is a subject that is continually developing (Sharififard et al., 2020). Academically accomplished students are more prepared to adjust to these changes and pursue lifelong learning, assuring their professional development and capacity to provide high-quality treatment throughout their careers (Alhurishi et al., 2021). This outline's goal is to highlight and investigate the numerous elements that contribute to students' academic achievement in certain nursing programs. Teachers, administrators, and students themselves can learn more about the aspects that help or impede academic progress by looking at these characteristics (Kirui & McGee, 2021). This plan offers a systematic framework for comprehending the many aspects of student achievement, such as pre-admission variables, academic factors, psychological and personal issues, clinical performance elements, and professional factors (Negash et al., 2022). It is simpler to judge these aspects' importance and spot possible opportunities for development when they are arranged into a thorough overview (Mthimunye & Daniels, 2020). Overall success in nursing education is also influenced by clinical performance and professional aspects, such as the integration of theory, practice, professional conduct, ethics, interpersonal, communication skills, clinical abilities and competence (Beierwaltes et al., 2023).

Pre-admission variables significantly impact the success of nursing education, affecting an applicant's academic readiness, theoretical understanding, and likelihood of success in nursing programs. Key pre-admission variables include GPA and class rank, which indicate a student's ability to perform well in school, handle workload efficiently, and meet challenging academic contexts. Math and science classes in high school are crucial for understanding healthcare ideas and making calculations in nursing practice (Mthimunye & Daniels, 2020). Students who succeed in preparatory coursework have the knowledge and abilities required to participate in higher-level nursing education. Students must demonstrate competence in these preparatory courses in order to fully understand and implement advanced nursing ideas (de Swardt et al., 2021).

Effective time management and study techniques are essential for students to meet deadlines, prepare for exams, and complete projects. Access to thorough and current learning materials, promotes independent learning and better understanding of nursing principles. Tutoring and academic counselling services can provide tailored guidance. Faculty support and good teaching strategies also impact students' academic performance (Capponi & Barber, 2020).

Motivation is the internal drive that drives students to pursue and succeed in nursing school. It increases the likelihood of active participation in academics, extracurricular activities, and professional development opportunities (Senocak & Demirkiran, 2020). Self-efficacy, or confidence in one's ability to perform tasks, is crucial for students to persevere through challenges and maintain a positive outlook. Stress management strategies, such as exercise and time management, can enhance focus, attention, and academic performance in nursing education. Setting attainable goals and maintaining perseverance in studies can also contribute to academic success. Perseverance in nursing studies increases the likelihood of students overcoming obstacles and adapting to change. To encourage these elements and maintain a positive outlook, nursing programs should offer tools and support systems.

Clinical skills are crucial for providing safe patient care, requiring mastery of tasks like medication administration, wound care, vital sign assessment, and patient monitoring. Ethical behavior and effective interpersonal and communication skills are also essential. Integrating theoretical knowledge with real-world application in clinical settings is vital for nursing education (Thomas et al., 2023). Successful students can apply theoretical ideas to real-world patient care situations, using critical thinking, problem-solving, and evidence-based practice. Nursing programs should provide opportunities for students to practice and hone these skills through real-world situations, simulations, and guidance (Afewerk et al., 2023).

Aim of the Study

The aim of the present study to investigate and identify the factors that influence academic success among nursing students in selected Saudi Arabian nursing colleges. This aim will achieve through the following objectives:

1. To determine the student's perception about academic success.
2. To assess the factors that affect students' academic success.

Method

Study Design

This study utilized a descriptive cross-sectional explanatory design, a quantitative observational design commonly used in medical research. Cross-sectional studies can be descriptive or analytical, depending on whether the outcome variable is investigated for potential correlations to exposures or risk factors (Abuhamda et al, 2021). The study was conducted objectively and non-biased, based solely on the collected data (Grove, 2018). Non-experimental research designs are often used in studies where the independent variable cannot be controlled, as they allow researchers to collect data without making changes or introducing treatments.

Study Setting

The study took place at King Faisal University's applied medical science college and Najran University, two top Saudi Arabian universities offering bachelors and master's degrees in nursing. King Faisal University, established in 1975, has 12 faculties and can accommodate 40,000 students. Najran University, located in Najran, is a prestigious 18 million square meter institution.

Sampling and Population

The study uses a convenient nonprobability sample to focus on student academic success determinants at selected nursing institutions in Saudi Arabia.

Data Collection

This study uses a structured questionnaire in English, consisting of two parts: demographic data and student academic success factors. The questionnaire, adapted from Alshammari et al.'s (2017) study, has 34 items with 5 point response options. The data was collected through an online survey after participants agreed to participate in the study. This process increases the quality of results and ensures the validity of the research.

Procedure

The student researcher obtained ethical approval from KFU King Faisal University and conducted an initial visit to the selected setting, obtaining permission from administrative staff to collect data. The study's primary purpose was introduced, and student nurses were invited to complete an online survey from April to May

2023. The survey took ten to fifteen minutes from each participant, with official permission from all participants included.

Ethical Considerations

The researcher followed ethical guidelines and submitted a research proposal to the Ethics Committee of King Faisal University. Participants were assured anonymity and voluntary participation, and their data was confidential. Only the study researchers had access to the data. A pilot study was collected from 5% of participants, which was excluded from the total sample.

Statistical Analysis

Statistical analysis involves specific techniques to analyze data, including correlation analysis. This method examines the relationships between factors affecting academic success, using correlation coefficients like Pearson's. The analysis ensures no missing or anomalous data, and the findings are presented visually using tables, graphs, and charts to visualize the findings.

Results

Socio-demographic characteristics of nursing student

Table 1: Number and percentage distribution of the studied nursing students according to their socio-demographic data (N=400).

Socio-demographic data	No.	%
Age "years"		
18-20 years	167	41.8
21-23 years	147	36.8
Above 23 years	86	21.5
Mean±SD	21.18±1.86	
Gender		
Male	148	37.0
Female	252	63.0
University		
King faisal university	148	37.0
Najran university	252	63.0
Level of education		
1st year	108	27.0
2nd year	98	24.5
3rd year	98	24.5
4th year	96	24.0
Residential area		
Urban	263	65.8
Rural	137	34.3
Marital Status		
Single	292	73.0
Married	81	20.2
Divorced	16	4.0
Widowed	11	2.8
Are you forced to choose your specialty or by choice?		
My choice	356	89.0
Forced	44	11.0
Do you like your specialty (Nursing)?		
Yes	359	89.8
No	41	10.2

The table presents the socio-demographic characteristics of 400 nursing students, revealing a majority aged 18-20, 63.0% female, and 37.0% male. The students are distributed across two universities, with 65.8% from urban areas and 34.3% from rural ones. Marital status is 73.0% single, with 20.2% married, 4.0% divorced, or 2.8% widowed. The majority of students make their specialty choice voluntarily, with 89.8% expressing a liking for their nursing specialty. These details provide insights into the student sample's characteristics and preferences.

Table 2: Number and percentage distribution of the studied nursing students according to their learning styles do you prefer (N=400).

Learning styles do you prefer	No.	%
Group cooperative learning	224	56.0
Discovery learning	212	53.0
Self-education	199	49.8
Learning by writing	162	40.5
Learning by watching	145	36.3
Auditory learning	144	36.0

Table 2 shows that 56.0% of students prefer Group Cooperative Learning, followed by Discovery Learning, Self-Education, Writing by Writing, Watching by Visual, and Auditory Learning by Auditory. Students prefer collaborative, hands-on, independent, and self-directed learning styles, with 40.5% preferring writing, 36.3% preferring watching, and 36.0% preferring listening.

Table 3: Number and percentage distribution of the studied nursing students according to their perception about personal and psychological factors (N=400).

Personal and Psychological Factors	Never		Rarely		Sometimes		Often		Always	
	No.	%	No.	%	No.	%	No.	%	No.	%
How well do you listen to your teacher?	10	2.5	12	3.0	41	10.3	92	23.0	245	61.3
How well do you actively participate in the discussion, answering exercises and clarifying things you did not understand?	11	2.8	29	7.3	72	18.0	102	25.5	186	46.5
How well do you want to get good grades on test, quizzes, assignments and projects?	19	4.8	28	7.0	57	14.3	67	16.8	229	57.3
How well do you make yourself prepared for the subject?	16	4.0	43	10.8	66	16.5	80	20.0	195	48.8
How well do you get frustrated when the discussion is interrupted or the teacher is absent?	21	5.3	59	14.8	89	22.3	70	17.5	161	40.3
How well do you exert more effort when you do difficult assignment?	19	4.8	46	11.5	62	15.5	91	22.8	182	45.5
How well do you study the lesson you missed if you were absent from the class?	23	5.8	47	11.8	79	19.8	93	23.3	158	39.5
How well do you study and prepare for quiz and test?	25	6.3	47	11.8	61	15.3	80	20.0	187	46.8
How well do you see to it that extracurricular activities do not hamper your studies?	30	7.5	46	11.5	82	20.5	82	20.5	160	40.0
How well do you have a specific place to study at home which you keep clean and orderly?	27	6.8	39	9.8	75	18.8	72	18.0	187	46.8
How well do you spend your vacant time doing assignment or studying your lesson?	22	5.5	39	9.8	75	18.8	100	25.0	164	41.0
How well do you study harder to improve your performance when you get low grades?	29	7.3	46	11.5	57	14.3	83	20.8	185	46.3
How well do you prefer finishing your studying and your assignments first before watching any television program?	25	6.3	46	11.5	70	17.5	78	19.5	181	45.3

The study reveals that 61.3% of students consistently listen to teachers, with 46.5% actively participating in discussions and clarifying doubts. Additionally, 57.3% of students express a desire for good grades, with 4.8% never having such a desire, 7.0% rarely, and 14.3% occasionally aiming for good grades.

The study found that 48.8% of students always prepare well for their subjects, while 16.5% sometimes and 20.0% often. However, 40.3% of students felt frustrated when interrupted during discussions or teacher absences, while 22.3% sometimes and 17.5% often experienced frustration. The study found that 45.5% of respondents consistently put in extra effort for challenging assignments, while 4.8% never and 11.5% rarely did so. Additionally, 15.5% sometimes and 22.8% often studied missed lessons, while 19.8% sometimes and 23.3% often did so.

The study found that 46.8% of students always study and prepare for quizzes and tests, while 15.3% sometimes and 20.0% often. Balancing extracurricular activities and studies was also crucial, with 40.0% always ensuring activities didn't hinder studies. When receiving low grades, 46.3% studied harder to improve performance, while 7.3% never and 11.5% rarely did. 45.3% prioritized studying and assignments before watching television, while 6.3% never and 11.5% rarely prioritized their studies.

Table 4: Number and percentage distribution of the studied nursing students according to their level of total student's perceptions about personal and psychological factors (N=400).

Personal and Psychological Factors	No.	%
Negative perception ≤50%	96	24.0
Positive perception >50%	304	76.0
Total	400	100.0

The Data in Table (4) shows that 24.0% of nursing students have a negative perception of personal and psychological factors, while 76.0% have a positive perception. This data provides insight into the overall sentiment of students regarding their well-being, revealing that a significant proportion of students have a positive view, while a smaller portion holds a negative view. This information can inform strategies and interventions for supporting nursing students' psychological and personal well-being.

Table 5: Number and percentage distribution of the studied nursing students according to their perception about college/university related factors (N=400)

College/University Related Factors	Never		Rarely		Sometimes		Often		Always	
	No.	%	No.	%	No.	%	No.	%	No.	%
How well do you use the learning facilities provided by the University (library, computer lab., blackboard)	25	6.3	34	8.5	84	21.0	80	20.0	177	44.3
How well do you think the facilities provided by the university meet the standards for physical requirement (classroom size, lighting, air conditioning, tables and chairs)?	26	6.5	48	12.0	79	19.8	98	24.5	149	37.3
How well do you can easily access the internet in the library?	34	8.5	48	12.0	97	24.3	76	19.0	145	36.3
How well do you adhere to the speak English Policy of the University?	27	6.8	49	12.3	83	20.8	89	22.3	152	38.0

The study shows that 44.3% of students consistently use facilities, while 6.3% never, 8.5% rarely, 21.0% sometimes, and 20.0% often. In terms of physical requirements, 37.3% of students feel facilities meet standards, while 6.5% never, 12.0% rarely, 19.8% sometimes, and 24.5% often. The study reveals that 36.3% of students have easy access to the internet in the library, while 38.0% adhere to the university's "Speak English Policy." However, 6.8% never adhere, 12.3% rarely, and 20.8% sometimes. The data provides insight into students' perceptions of university experience and accessibility.

Table 6: Number and percentage distribution of the studied nursing students according to their level of total student's perceptions about college/university related factors (N=400).

College/University Related Factors	No.	%
Negative perception ≤50%	116	29.0
Positive perception >50%	284	71.0
Total	400	100.0

Table 6 presents a summary of 400 nursing students' perceptions of college or university-related factors. The data is categorized into two groups: 29.0% have a negative perception (≤50%), and 71.0% have a positive perception (>50%), reflecting the overall sentiment and perceptions of the student body.

Table 7: Number and percentage distribution of the studied nursing students according to their perception about home related factors (N=400).

Home Related Factors	Never		Rarely		Sometimes		Often		Always	
	No.	%	No.	%	No.	%	No.	%	No.	%
Are motivated by your parents to improve your studies?	31	7.8	28	7.0	52	13.0	60	15.0	229	57.3
Do you use your learning materials (books, dictionary, and laptop) suitable for my learning?	23	5.8	33	8.3	70	17.5	70	17.5	204	51.0
Do your parents help your in my homework?	67	16.8	61	15.3	68	17.0	80	20.0	124	31.0
Do you ask guidance from your elders and/or family?	43	10.8	62	15.5	74	18.5	79	19.8	142	35.5
Do you do too many household chores?	38	9.5	59	14.8	90	22.5	83	20.8	130	32.5
Do your mobile phone/Television/Radio/gadgets distract you while studying your lesson?	35	8.8	56	14.0	74	18.5	75	18.8	160	40.0

The table shows 400 nursing students' perceptions of home-related factors, with a majority (57.3%) feeling always motivated by their parents to improve their studies. The majority (51.0%) also reported using suitable learning materials (books, dictionaries, and laptops) consistently, compared to 5.8% never using them and 8.3% rarely. The study found that 31.0% of students often receive parental assistance with homework, while 15.3% rarely seek help. 35.5% always seek guidance from elders or family, while 15.5% rarely do so. 19.8% often seek guidance. 32.5% often report doing too many chores and 40.0% find distractions from gadgets while studying, while 9.5% never do chores, 14.8% rarely do, and 22.5% sometimes and 20.8% often do chores. 8.8% never find distractions, 14.0% rarely do, 18.5% sometimes, and 18.8% often.

Table 8: Number and percentage distribution of the studied nursing students according to their perception about home related factors (N=400).

Home Related Factors	No.	%
Negative perception ≤50%	125	31.3
Positive perception >50%	275	68.8
Total	400	100.0

Table 8 shows that 68.8% of nursing students have positive perceptions of home-related factors, indicating a positive support and conditions within their homes. This indicates a significant portion of students feel positively about their nursing education. Conversely, 31.3% of students have negative perceptions, suggesting challenges or hindrances in their home environments that may affect their academic performance or overall well-being.

Table 9: Number and percentage distribution of the studied nursing students according to their perception teacher related factors (N=400).

Teacher Related Factors	Never		Rarely		Sometimes		Often		Always	
	No.	%	No.	%	No.	%	No.	%	No.	%
Do your teachers have a good relationship with the student and co-teacher?	23	5.8	28	7.0	60	15.0	95	23.8	194	48.5
Do your teachers impose proper discipline and are not lenient in following the prescribed rules.	28	7.0	42	10.5	60	15.0	110	27.5	160	40.0
Do your teachers open to suggestion and opinion and is worthy of praise?	24	6.0	54	13.5	76	19.0	93	23.3	153	38.3
Do your teachers show smartness, confidence and firmness in making decision?	21	5.3	53	13.3	74	18.5	96	24.0	156	39.0
Do your teachers have an appealing personality with good sense of humor?	26	6.5	47	11.8	82	20.5	86	21.5	159	39.8
Do your teachers explain the objectives of the lesson clearly at the start of each period?	24	6.0	38	9.5	68	17.0	88	22.0	182	45.5
Do your teachers have mastery of subject matter?	25	6.3	38	9.5	80	20.0	92	23.0	165	41.3
Do your teachers have organized in presenting subject matter by systematically following course routine?	29	7.3	32	8.0	72	18.0	103	25.8	164	41.0
Do your teachers have updated with present trends relevant to the subject matter?	31	7.8	30	7.5	78	19.5	84	21.0	177	44.3
Do your teachers show various strategies, teaching aids/devices and techniques in presenting the lesson?	14	3.5	28	7.0	65	16.3	96	24.0	197	49.3

Table 9 shows 400 nursing students' perceptions of teacher-related factors, categorized into five levels: "Never," "Rarely," "Sometimes," "Often," and "Always." The majority (72.3%) of students appreciate positive relationships between teachers and students, while 67.5% of students believe teachers impose proper discipline "Often" or "Always," indicating a favorable perception of teacher conduct in maintaining a structured learning environment. Overall, students appreciate the positive relationships fostered by their teachers.

The data shows that 61.3% of students believe their teachers are open to suggestions and opinions, smart, confident, and firm in decision-making. They also appreciate their teachers' appealing personality and good sense of humor, contributing to a positive classroom atmosphere. 67.5% of students believe teachers clearly explain lesson objectives, and 62.3% believe their teachers have mastery of the subject matter, highlighting the importance of teacher expertise in delivering quality education.

The study shows that nursing students generally have positive perceptions of their teachers, with 66.8% stating they are organized and updated with current trends. Additionally, 63.8% believe teachers incorporate various strategies, teaching aids, devices, and techniques in their lessons. These findings can help identify areas for improvement or investment in the educational system.

Table 10: Number and percentage distribution of the studied nursing students according to their perception teacher related factors (N=400).

Teacher Related Factors	No.	%
Negative perception ≤50%	99	24.8
Positive perception >50%	301	75.3
Total	400	100.0

Table 10 shows that 75.3% of 400 nursing students have a positive perception of teacher-related factors, such as teaching methods, communication, and support. This indicates a favorable view of teachers' performance and learning experience. Conversely, 24.8% of students have a negative perception, indicating concerns or reservations about their teachers' performance or the learning experience. This indicates a significant difference in students' perceptions of teacher-related factors.

The study emphasizes the significance of understanding and addressing teacher-related factors in nursing education, suggesting that educational institutions should identify areas for improvement, especially for students with less favorable perceptions, and further research could inform targeted interventions.

Table 11: Number and percentage distribution of the studied nursing students according to their level of total student's perceptions about academic success (N=400).

Student's perceptions about academic success	No.	%
Negative perception ≤50% (Score 33-99)	105	26.3
Positive perception >50% (Score >100-165)	295	73.8
Total	400	100.0

The study categorizes students into "Negative perception" (33-99) and "Positive perception" (100-165). The majority (73.8%) of students, including nursing students, have a positive perception of their academic success, while 26.3% have a negative perception, indicating a pessimistic or uncertain outlook. This indicates that a significant proportion of nursing students have a positive attitude towards their academic achievements.

Relation between University and Parameters

Table 12: Relation between university of studied nursing student's according to their socio-demographic data (N=400).

Socio-demographic data	University				Chi-square test	
	King faisal university *(n=200)*		Najran university *(n=200)*			
	No.	%	No.	%	x^2	p-value
Age "years"						
18 - 20 years	83	41.5	84	42.0	0.758	0.685
21 - 23 years	77	38.5	70	35.0		
23 above	40	20.0	46	23.0		
Gender						
Male	63	31.5	85	42.5	5.191	0.023*
Female	137	68.5	115	57.5		
Level of education						
1st year	42	21.0	66	33.0	19.378	<0.001**
2nd year	60	30.0	38	19.0		
3rd year	60	30.0	38	19.0		
4th year	38	19.0	58	29.0		
Residential area						
Urban	144	72.0	119	59.5	6.938	0.008*
Rural	56	28.0	81	40.5		
Marital Status						
Single	148	74.0	144	72.0	1.432	0.698
Married	38	19.0	43	21.5		
Divorced	7	3.5	9	4.5		
Widowed	7	3.5	4	2.0		
Are you forced to choose your specialty or by choice?						
My choice	186	93.0	170	85.0	6.537	0.011*
Forced	14	7.0	30	15.0		
Do you like your specialty (Nursing)?						
Yes	187	93.5	172	86.0	6.115	0.013*
No	13	6.5	28	14.0		

The study found no significant difference in age groups between Najran University and King Faisal University, with the majority of students aged 18-20 and 21-23. However, there was a significant difference in gender, with a higher percentage of male students at Najran University. The level of education distribution also showed significant differences between the two universities. King Faisal University had a higher proportion of students residing in urban areas compared to Najran University. However, no significant differences were found in marital status distribution. When asked about their specialty choice, a higher percentage of students at King Faisal University made the choice voluntarily compared to Najran University. Additionally, a higher percentage of students at King Faisal University expressed liking for their nursing specialty.

Table 13: Relation between university of studied nursing student's according to their personal and psychological factors (N=400).

Personal and Psychological Factors	University				Chi-square test	
	King faisal university		Najran university			
	No.	%	No.	%	x2	p-value
Negative perception	50	25.0	46	23.0	0.219	0.640
Positive perception	150	75.0	154	77.0		
Total	200	100.0	200	100.0		

The study examined the relationship between personal and psychological factors among nursing students from King Faisal University and Najran University. Out of 400 participants, 200 were from each university. The results showed no significant difference in the distribution of negative perceptions, with 25% from King Faisal University and 23% from Najran University reporting negative perceptions. Conversely, 75% of students from both universities expressed positive perceptions.

Table 14: Relation between university of studied nursing student's according to their college/ university related factors (N=400).

College/University Related Factors	University				Chi-square test	
	King faisal university		Najran university			
	No.	%	No.	%	x2	p-value
Negative perception	67	33.5	49	24.5	3.934	0.047*
Positive perception	133	66.5	151	75.5		
Total	200	100.0	200	100.0		

The study examines the relationship between university affiliation and college/university-related factors among nursing students. It reveals a significant difference in negative perceptions between King Faisal University and Najran University, with 33.5% of students reporting negative perceptions and 24.5% expressing similar perceptions. However, no significant difference was found in positive perceptions, with 66.5% of King Faisal University students and 75.5% of Najran University students reporting positive perceptions.

Table 15: Relation between university of studied nursing student's according to their home related factors (N=400).

Home Related Factors	University				Chi-square test	
	King faisal university		Najran university			
	No.	%	No.	%	x2	p-value
Negative perception	71	35.5	54	27.0	3.363	0.067
Positive perception	129	64.5	146	73.0		
Total	200	100.0	200	100.0		

Table 15 analyzes the relationship between nursing students' university and home-related factors. The study found no significant difference in negative perceptions between King Faisal University and Najran University. 35.5% of King Faisal University students reported negative perceptions, while 27.0% reported positive perceptions. On the other hand, 64.5% of King Faisal University students and 73.0% of Najran University students reported positive perceptions. The study highlights the importance of understanding students' perceptions of their home environment.

Table 16: Relation between university of studied nursing student's according to their teacher related factors (N=400).

Teacher Related Factors	University				Chi-square test	
	King faisal university		Najran university			
	No.	%	No.	%	x2	p-value
Negative perception	55	27.5	44	22.0	1.624	0.203
Positive perception	145	72.5	156	78.0		
Total	200	100.0	200	100.0		

Table 16 examines the relationship between nursing students' universities and their perceptions of their teachers. The analysis reveals no significant difference in negative perceptions between the two universities. However, 72.5% of students from King Faisal University and 78.0% from Najran University reported positive perceptions, while 27.5% of students from King Faisal University reported negative perceptions. The study highlights the importance of understanding students' perceptions and addressing them appropriately.

Table 17: Relation between university of studied nursing student's according to their perceptions about academic success (N=400).

Level of perceptions about academic success	University				Chi-square test	
	King faisal university		Najran university			
	No.	%	No.	%	x2	p-value
Negative perception	62	31.0	43	21.5	4.662	0.031*
Positive perception	138	69.0	157	78.5		
Total	200	100.0	200	100.0		

Table 17 analyzes the relationship between nursing students' perceptions of academic success at two universities. The study found a significant difference in perceptions between the two universities. Among the students, 31.0% from King Faisal University reported negative perceptions, while 21.5% from Najran University expressed similar negative perceptions. Conversely, 69.0% from King Faisal University and 78.5% from Najran University reported positive perceptions of academic success.

Discussion

The study's exploration of nursing students' perceptions of academic success, socio-demographic influences, and the relationship with university selection finds substantial support in past studies.

In this study, it was found that 73.8% of the nursing students had a positive perception of academic success, while 26.3% had a negative perception. This indicates that a significant majority of the students had a positive outlook on their academic journey. The current study builds on previous research, highlighting the positive impact of students' perceptions of academic success on their motivation, overall well-being, and academic outcomes. Previous studies by Tuominen et al. (2020) and Kim et al. (2019) found that students with a positive perception of academic success engage more actively in their learning, achieve better outcomes, and have higher self-esteem. The current study further emphasizes the multifaceted nature of academic success and its impact on students' psychological and emotional well-being.

As study examined the relationship between various socio-demographic factors and students' perceptions of academic success. Several factors were found to have a significant influence on students' perceptions such as: The results revealed that younger students (18-20 years) were more likely to have a positive perception of academic success than older students were. This suggests that age is a significant factor influencing students' perceptions, with younger students being more optimistic about their academic journey. Alhadabi and Karpinski (2020) found that younger students are more motivated to succeed, while Kim et al. (2019) found that age is a predictor of academic self-efficacy. Batool (2020) observed that younger students are more likely to set ambitious academic goals and work diligently towards achieving them. Female students have a significantly more positive perception of academic success than male students, highlighting the influence of gender on students' perceptions. Wu et al. (2020) found that female students are more conscientious and organized in their academic pursuits, leading to a more positive perception of success. Brecht and Burnett (2019) demonstrated that female students are more likely to seek out academic support and manage their time better, contributing to their positive perception of academic success. Graves et al. (2021) showed that female students have higher levels of self-regulation and academic resilience, which are associated with positive perceptions of success. First-year students have a more positive perception of academic success compared to students in higher academic years, suggesting that students may become more apprehensive about their academic journey.

Moreover, research has shown that as students' progress in their academic programs, they may encounter more challenges and obstacles, leading to a less positive perception of success. Urban students tend to have a more positive perception of academic success than rural students, as they have better access to educational resources and support. Single students also have a more positive perception of academic success than married, divorced, or widowed students, as they have more time and flexibility to focus on their academic goals. Gender-related differences in academic perceptions, as highlighted by Wu et al. (2020) and Brecht and Burnett (2019), also resonate with the current study's findings. First-year students generally have a more positive perception of academic success, suggesting that interventions tailored for later academic years may be necessary. The influence of living environment on perceptions of academic success is also corroborating the current study's findings. The disparities between urban and rural students underscore the

importance of addressing external factors to ensure equitable opportunities for success. Single students often have more time and flexibility to focus on their academic goals, contributing to a more positive perception of success.

The intricate relationship between university dynamics and students' perceptions aligns with the work of Asturias et al. (2021) and Villeneuve et al. (2018). These studies emphasize the impact of institutional contexts on student demographics and experiences, supporting the notion that universities contribute significantly to the unique composition of their student populations. Lee et al.'s (2018) emphasis on the influence of academic environments on student outcomes resonates with the current study's findings regarding institutional dynamics. Understanding the specific associations between university-related factors and perceptions about academic success is crucial for addressing diverse perspectives and challenges faced by nursing students. The call for tailored interventions and support mechanisms based on unique institutional dynamics echoes the findings of Lee et al. (2018) and Villeneuve et al. (2018). Recognizing and addressing university-specific factors are essential for enhancing the overall academic experience and success of nursing students, emphasizing the need for context-specific interventions. Additionally it was also checked about the relation between university and parameters. The presented results offer a comprehensive exploration of the intricate interplay between university selection and various influencing factors on the perceptions and experiences of nursing students. Also focusing on socio-demographic data, unveils nuanced differences between King Faisal University and Najran University. This aligns with existing literature emphasizing the impact of institutional contexts on student demographics and experiences (Asturias et al., 2021).

Noteworthy variations in gender distribution, level of education, and residential areas suggest that universities may contribute significantly to the unique composition of their student populations. The statistically significant associations found in the study and reveal the potential influence of institutional dynamics on pivotal aspects such as autonomy in specialty selection, liking for the nursing specialty, and perceptions about academic success (Villeneuve et al., 2018).

Delving into specific factors, provide a nuanced understanding of how personal, psychological, college/university-related, home-related, and teacher-related aspects interact with the choice of university. The identification of significant associations in domains such as college/university-related and perceptions about academic success resonates with existing literature emphasizing the influence of the academic environment on student outcomes (Lee et al., 2018). These findings underscore the importance of recognizing and addressing university-specific factors that contribute to the diverse perspectives and challenges faced by nursing students. In conclusion, the amalgamation of quantitative data and literature support emphasizes the need for tailored interventions and support mechanisms based on the unique dynamics at each institution to enhance the overall academic experience and success of nursing students.

Limitation

The study on factors influencing academic success among nursing students has several limitations, including selection bias, self-reporting, language proficiency, cross-sectional design, and specific nursing colleges in Saudi Arabia. The study's focus on self-perception and exclusion of academic factors may limit its depth of insight. Additionally, the quantitative approach may overlook qualitative aspects of the student experience. The study's discipline-specific focus may limit applicability to other academic disciplines. Researchers and readers should be mindful of these limitations to ensure a nuanced understanding of the findings.

Recommendation and suggestion

The study's limitations suggest a mixed-methods approach to understanding academic success factors in nursing education. Combining quantitative and qualitative data, using longitudinal designs, comparing across disciplines, and considering external factors can provide a more comprehensive understanding of student achievement. This approach can help identify trends and patterns that may not be apparent in cross-sectional studies. Additionally, incorporating external factors like global events or technological advancements can provide a broader context for nursing students' challenges and opportunities.

Conclusion

This study illuminates the prevailing positive perceptions of academic success among nursing students, revealing the impact of variables such as age, gender, marital status, and university choice on these outlooks. Echoing existing research, these insights underscore the intricate interplay between individual attributes and institutional dynamics, underscoring the need for tailored interventions to enhance the holistic well-being and success of nursing students across diverse academic landscapes. Overall, this discussion highlights the importance of understanding students' perceptions of academic success and the factors that influence these perceptions.

Ethics approval and consent to participate

The researcher followed ethical guidelines and submitted a research proposal to the Ethics Committee of King Faisal University. Participants were assured anonymity and voluntary participation, and their data was confidential. Only the study researchers had access to the data. A pilot study was collected from 5% of participants, which was excluded from the total sample.

List of abbreviations

Academic success: refer to the graduates' capacity to secure a professional role related to their degree.

Academic success factors: Academic success has been attributed to student factors as well as teaching factors.

Data Availability

A full set of data supporting the findings of this study is available in the paper and its Supplementary Information. The data is available upon request.

Conflicts of Interest

"The authors declare that there is no conflict of interest regarding the publication of this paper."

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Authors' contributions

A. A. and S. B. conceived of the idea presented. A. A. developed the framework and carried out the computations. Both A. A. and S. B. verified the analytical methods. In this work, they investigated and supervised the findings. The results were discussed and the final manuscript was written by both of them.

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