VIRTUTIS INCUNABULA

Vol. 07, No. 1 (2020)

Factors Influencing the Academic Performance of First Year Nursing Students

Neshen Kayla Buan[1], Junellyn De Jonggoy, SDM[1], Psyche Examen, SDM[1], John Paul Henares[1], Fanelia B. Villanueva[1], and Sheila P. Arnibal[1]

[1] College of Allied Medical Health Sciences, University of Negros Occidental-Recoletos, Incorporated, Bacolod City, Philippines

ABSTRACT

The performance of nursing students in the University and licensure examinations remains a focus for educators and students. Thus, it is important to determine the factors influencing the academic performance of nursing students. This study utilized the descriptive quantitative comparative and correlational design. A researcher-made questionnaire was used to gather data on academic performance based on the student's grades. The participants comprised 30 first-year nursing students currently enrolled in the first semester of the school year 2019-2020. Results revealed a moderate level of academic performance as a whole and varying levels according to the variables. There was no significant difference in the academic performance of the nursing students when they were grouped according to sex, school of origin, amount of sleep, attendance, and study habits. There are no significant relationships between academic performance and sex, school of origin, attendance, and study habits. However, there is a significant relationship between academic performance and sleep. Therefore, it is concluded that sleep is an important factor in good academic performance. The findings of this study support Albert Bandura's Self-Efficacy Theory, which further clarifies the capabilities of everyone with their strengths in mind.

Keywords

academic performance, self-efficiency, study habits, attendance, sleep, nursing education, quantitative descriptive research, Philippines

INTRODUCTION

The achievement of any educational institution depends upon the performance of its students, who are its best assets. The student's academic performance can be assessed through their competence or ability to demonstrate a professional skill meeting the standards. In the nursing profession, knowledge, skills, and the right attitude determine the clinical performance assessed by clinical instructors.

Nursing educational courses and programs involve both theoretical and practical components. Students' performance is measured through the evaluation of both their theoretical and practical learning. This is essential in quality education that produces competent graduates. Thus, to evaluate students' performance at an early stage, this study aims to identify the factors affecting the academic

performance of first-year nursing students.

The following are the identified factors influencing the academic performance of students: sex, school of origin, amount of sleep, attendance, and study habits. Understanding how these factors contribute to the life of an average nursing student can provide a much-needed insight into today's educational environment.

In this context, this study sought to determine nursing students' academic performance when grouped according to sex, school of origin, amount of sleep, attendance, and study habits. It also sought to find a significant difference in nursing students' academic performance when grouped according to sex, school of origin, amount of sleep, attendance, and study habits. Lastly, it sought to find a relationship between the academic performance of nursing students and the following factors: sex, school of origin, amount of sleep, attendance, and study habits.

Based on the goals mentioned above, this study advances the hypothesis that there is no significant difference in the academic performances of nursing students when they are grouped according to sex, type of school graduated, amount of sleep, attendance, and study habits. Also, there is no significant relationship between the academic performance of nursing students and the same set of factors.

Albert Bandura's Self-Efficacy Theory and Dorothea Orem's Self-care Deficit Nursing Theory served as the foundation for this investigation. According to Orem's Self-Care Deficit Nursing Theory (SCDNT), humans are dynamic, cohesive entities that exist in their surroundings and are endowed with free will and other fundamental human characteristics. In SCDNT, the individual is the main agent. Additionally, «self-care» describes activities that support and preserve one's life, health, and well-being. It also describes the selfless efforts made by people who consciously want to improve their current circumstances via their behavior, circumstances, or situations of events (Alligood, 2011). Guided by SCDNT, the researchers formulated the factors for maintaining satisfactory academic performance and their correlation with each other regarding academic performance.

On the other hand, Albert Bandura's Self-efficacy Theory, which originated from Social Cognitive Theory, is an individual's judgment or belief in his innate capability to achieve goals and perform tasks (Bandura, 1994). According to Bandura, «self-efficacy» is an essential precondition for behavioral change. Self-confidence and determination, among many other things, can be used to describe self-efficacy. It is easy to understand that this may be a strong determining factor in academic performance. To perform adequately, an individual must believe in his or her innate capability necessary to produce specific outcomes.

Recently, certain ideas about how to inspire achievement have been researched. Task values, interest, intrinsic and extrinsic motivation, self-efficacy, ability self-concepts, the need for achievement, and objectives are some of these ideas (Ramachandran, 2012). Personal elements that can be used to infer conclusions were the main focus of this investigation.

The issue of nursing theory that relates to female nursing students addressed by Shriver and Scott-Stiles (2000), is when their healthy lifestyle practices would enable them to advocate the promotion of health and the prevention of diseases as well as practice healthy lifestyles. Whether they are diets, self-examination, or overall nutritional and physical safety awareness, nursing students proved to be far more conscientious of their well-being. All include the importance of prioritizing self-care in nursing curricula to promote healthy lifestyles of the students who can become role model students and, eventually, role model professionals in their practice.

According to a research by Bae et al. (2000), women typically perform better than men on a number of important educational criteria. On numerous

Vol. 07, No. 1 (2020)

measures of educational attainment, women are performing as well as or better than men in the classroom. They claim that the significant differences in educational attainment that previously separated men and women have mostly disappeared.

Using a comparative lens, McDaniel (2012) studied the gender gap in higher education and found that women had an edge in earning college and university degrees because of rising college enrollment and ongoing dominance in particular subject areas. As per the study, the three main variables that contribute to their success are the educational advantage of women, the vulnerability of men to growing up in households with few resources, and the shifting incentives for both men and women to pursue higher education. Multiple international studies have also examined the difference between private and public schools. An example is a study by Tooley et al. (2005), where they understood the nature and extent of private, unaided schools serving low-income families in Africa and India.

Concerning sleep quality, a study involving Malaysian nursing students measured their sleep quality compared to their entire college (Aung et al., 2016). The study showed that there are more students with poor sleep quality than students with good sleep quality among nursing students. It further supported the learning climate which does not go without its consequences. It is a widely understood idea that college students do not need the suggested amount of rest to be on top of their studies. In the study, poor sleep quality was mostly due to late-night study, excessive internet use, and caffeine intake, with nursing students, in particular, having the least amount of sleep.

Eliasson et al. (2009) emphasized the need for total sleep time for student performance. Earlier bedtimes and higher frequency of napping accounted for the highest performances among the students. However, there were no significant differences in total sleep times, weekend sleep habits, study time, gender, race, and use of caffeine or other assorted stimulants. Students need seven hours of sleep daily instead of the less than five hours they receive daily (Thomas et al., 2017). Moreover, as a result of sleep deprivation, students not only risk their academic performance but also expose themselves to acute and chronic health problems.

A study by Doll-Speck (2007),provided insight into many factors, including work ethic and attendance and their relationships to student performance. The nursing students who studied and practiced more than 30 hours a week reported the highest nursing grade point average. However, the study also showed that those students who spent the most time studying and practicing were less likely to attend classes regularly to review study material, focus more, and get enough sleep. Nonetheless, the time spent studying and practicing played a valuable role in determining academic success and achievement.

Credé et al. (2010), supported the reliable indicator of academic performance often overlooked – attendance. The study revealed that class attendance is a better predictor of college grades than any other known predictor of academic performance, including scores on standardized admissions tests such as the Scholastic Assessment Test, high school grade-point average (GPA), study habits, and study skills.

According to a study on nursing students in Nigeria, pupils who attended class at a high percentage of 75 percent and those who did not showed notable variations in their academic achievement. This demonstrates how attending class affects a student's academic success in terms of learning retention and accumulation (Ella et al., 2015).

Additionally, FereidouniMoghadam and Cheraghian (2009) assessed how study time and motivation relate to each other and how these factors affect academic achievement. Nonetheless, they concluded that factors that are not related to aptitude, such

motivation and study time, have a major impact on academic achievement. In summary, this study obtained necessary information through a survey answered by the study's participants, who are first-year nursing students of the University of Negros Occidental–Recoletos (UNO–R).

The researchers of this study aim to provide comparable insight into the academic performances of university students regarding internal and external factors that influence their performance, such as their study habits, rest time, and time management skills. This study aims to benefit school administrators, faculty, parents, nursing students, and future researchers.

METHODOLOGY

The current state of a variable or factor was described in this study using quantitative descriptive-correlational and descriptive-comparative approaches. It looked at the various elements that can affect nursing students' academic achievement. The disparities in the academic performance of the nursing students with respect to the variables that were discovered were also examined using the comparative design. Additionally, the correlational approach explained how the discovered variables and academic achievement were related.

The study focused on first-year nursing students enrolled at the University of Negros Occidental-Recoletos (UNO-R) during the first semester of the school year 2019-2020, using their preliminary (prelim) term grades as the basis for analysis. The decision to use prelim grades exclusively stems from several practical and methodological considerations.

Preliminary grades represent the students' initial academic performance at the beginning of their first year. These grades often reflect their transition into college life, showcasing their ability to adapt to the academic rigor and expectations of higher education, particularly in a demanding program like nursing. By analyzing preliminary grades, the study captures a snapshot of the students' early performance, which may be influenced by various factors such as study habits, time management, and preparedness for college-level coursework.

The researchers used a self-made questionnaire that consisted of variables identified as factors affecting the participants' academic performance. The variables are as follows: sex, school of origin, amount of sleep, attendance, and study habits. Experts and professionals in health and education validated the questionnaire and gave it an average rating of 4.625 out of 5. The reliability test was not applicable because the questionnaire required data from a participant's personal information. After the questionnaire was validated, the researchers surveyed 30 first-year nursing students.

After ensuring accurate and reliable instrumentation, the researchers sought approval from the heads of administration involved before administering the questionnaires. After approval was granted, the researchers proceeded with the survey. They started the survey by giving the participants an orientation and asking them for consent to follow through with their participation in the study. During the orientation, they informed the participants of their right to refuse participation. They also assured the participants of complete confidentiality with their answers. Aside from their consent, the researchers also asked for the participants' permission to access their respective grades.

After gathering data from the questionnaires, the researchers proceeded with analysis with assistance from a statistician. Based on the study's objectives, they used three analytical schemes: descriptive, comparative, and correlational.

The study employed a descriptive-analytical scheme to characterize nursing students' academic performance, a comparative analytical scheme

to characterize the notable variations in nursing students' performance with the variables, and a relational analytical scheme to characterize the connections between nursing students' academic performance and the variables.

The specific topics of this study were addressed using the appropriate statistical tests. The researchers employed the T-test and one-way Analysis of Variance (ANOVA) to identify significant variations in nursing students' academic performance when grouped according to the identified variables, and they utilized the mean to characterize the academic performance of nursing students. Academic performance was correlated with the same variables using the Pearson Product-moment Correlation Coefficient..

RESULTS, DISCUSSION, AND IMPLICATIONS

When they were grouped according to sex, the females outperformed the males, but both male and female groups showed moderate performance. The results support the study that gender differences may exist, but whether the student is male or female does not make a difference in their academic performance (Akinsola & Tella, 2003). Females have an advantage when taking up a science, technology, engineering, and mathematics (STEM) degree than males because they perceive fewer competitors in the said degree than non-STEM (O'Dea et al., 2018). Although men are physically larger, with even their brain size averagely larger than women, it is still not an accurate basis for their academic performance because both sexes ultimately performed equally. The higher performance of males is likewise supported by Bae et al. (2000), Shriver and Scott-Stiles (2000), and McDaniel (2012).

Private school products have higher academic performance when grouped according to their origin. In terms of raw and standardized scores, pupils from private schools typically perform better than those from government schools in mathematics, English, and a third subject, according to research by Tooley et al. (2005). Furthermore, pupils who completed private schools outperformed those who attended public high schools, according to a study by Elder and Jepsen (2013).

When grouped according to their sleep duration, those who usually sleep for five hours have high academic performance, while those who usually have six and seven hours have moderate academic performance. Lastly, those who have eight hours of sleep have low academic performance. Aung et al. (2016) discovered that more students had poor sleep quality than students with good sleep quality among nursing students.

However, students who sleep less than the number of hours required experience signs of anxiety and lack of creativity, which leads them to be more prone to mental disorders. Such expected data includes the higher averages of those who have dedicated more time to the study portion, supported by the thirty-hours-a-week regimen mentioned in the study by Doll-Speck (2007). However, the difference between the averages and corresponding factors remained minuscule and altogether insignificant. It is crucially noting that the "sleep" variable showed promise in performance related to the number of hours.

In terms of attendance, students with zero absences have a high level of performance. Students with one absence and four absences have moderate academic performance; those with two have low academic performance; and those with three have high academic performance. Attendance is essential to the student's academic performance and should be demanded as an essential policy of each institution.

Regarding study hours, those who study for less than an hour and four hours or more have a high academic performance. The rest of the groups who study for one to three hours have moderate academic performance. In a separate study,

FereidouniMoghadam and Cheraghian (2009) concluded that time spent studying interacts with the ability to influence academic performance.

When the nursing students were classified by sex and school of origin, the Independent Sample T-test was utilized to ascertain whether there was a significant difference in their academic performance. When the nursing students were grouped by sex [t(28)=0.923, p=0.364] and school of origin [t(28)=0.885, p=0.384], there was no discernible difference in their academic performance.

The results supported the study that gender differences may exist, but whether the student is male or female, it does not affect their academic performance (Akinsola & Tella, 2003). According to a study on sex, women do better than men on tests that are unrelated to the content taught in the classroom, but they also earn higher grades in every subject. In addition, women are better at writing and verbal communication, and they have an edge in episodic memory, which allows them to recall specifics of past experiences and identify faces, especially those of women. In addition to performing better than women on measures of visuospatial power—the capacity to mentally move things in three dimensions—males outperform females on verbal comparison tests. Between the ages of four and five, boys do better than females on standardized examinations when navigating mazes (Halpern et al., 2008).

Although there was a difference between the two sets of variables in comparison, it was not definitive. The margin of error makes it clear that neither the school of origin nor the sex of each participant strongly impacted academic performance. When it comes to the topic of sex, this does correspond with one study where women were perceived to have an advantage over men concerning higher education (McDaniel, 2012). Within that study, it was concluded that women dominate in some fields of study, especially in nursing, and their academic performance reflects that. Another study concerning the merits of private school-goers argued that their students usually perform better than public school students (Tooley et al., 2005).

Some studies have shown a relationship between the school of origin and type of licensure examination where private schools have been shown to perform better than state schools (Idowu, 2004). However, in studies done by Malale et al. (2016) and Sabitu et al. (2012), it was reported that the school type did not influence performance.

The participants' average scores showed the largest disparity compared to other variables. The findings implied that sleep affected the participants' academic performance. However, it was found that the data were contrary to their findings. Students with a sleeping duration of fewer than seven hours on weekdays and weekends exhibited poorer performance (Aung, 2016). A Malaysian study reported that nursing students had the least sleep compared to all other college students due to excessive caffeine intake, late-night study, and internet use (Aung et al., 2016). These support our results when we consider that hospital involvement is very stressful, especially in the vocation of nursing. A lower amount of sleep can be established due to the rigorous studying and working in nursing. However, Doll-Speck's (2007) study implied that those nurses who spent more time working exhibited less difficulty focusing at work.

When the nursing students were divided into groups based on their study habits, attendance, and sleep patterns, the analysis of variance was utilized to identify any significant differences in their academic performance. Grouping the nursing students based on their study habits [F(4, 25)=0.330, p=0.855], attendance [F(4, 25)=1.097, p=0.380], and sleep duration [F(3, 26)=1.720, p=0.187] did not significantly affect their academic performance.

What is interesting to note is that those who appear more confident in themselves do not need more than

an hour a day or can afford to be absent a few times and still score above average. At the same time, those who are never absent and study at least four hours a day also make roughly the same grade.

The substantial association between academic achievement and the factors was ascertained using the Pearson Product-moment Correlation Coefficient. Academic performance did not significantly correlate with sex [r(28)=-0.172, p=0.364], school [r(28)=-0.165, p=0.384], attendance [r(28)=-0.198, p=0.295], or study habits [r(28)=0.037, p=0.848]. It is further noted that academic performance and sleep are significantly correlated [r(28)=-0.393, p=0.032].

All in all, the correlation remains insignificant for every variable but sleep. These variables can be one of the strongest factors regarding academic performance. However, within the participants, it poses a challenge to pinpoint what way or method should be used in determining their cumulative grades for the term. One study implies that nursing students who experience sleep deprivation may be a threat to the safety of a clinical setting. On the other hand, they also note that it has become a daily sacrifice to meet the demands and expectations of nursing as a course (Thomas et al., 2017). This study only supports that lack of sleep plays a large role in nursing that is normalized and reflected in academic performance.

A strong correlation was found between the subjects' academic performance and sleep deprivation. Specifically, throughout the study, students who slept for one to three hours per night had sleep deprivation and scored higher on exams than those who slept for four to six hours and seven to nine hours, respectively. This implied that students learn and retain information more effectively the more sleep they are denied.

This ran counter to research showing that sleep deprivation hurts students' academic performance, including Sarbazvatan et al. (2017), Hershner and Chervin (2014), Aung (2016), Orzech et al. (2011), and El Desouky et al. (2015). On the other hand, Al Ghamdi (2013) and Dotillos et al. (2011), found no correlation between sleep deprivation and academic performance. Abraham and Scaria (2015), have noted insufficient evidence to determine whether sleep deprivation could affect students' academic performance.

However, research by Kelly et al. (2001) found that sleep deprivation significantly affects students' ability to perform well in the classroom. Their study found that people who slept for nine hours or more in 24 hours had GPAs significantly higher than those who slept for less than six hours in the same period.

Class attendance was noted to positively affect the student's academic performance, so a mandatory attendance policy is important. This indicates that class participation is important for learning.

The research examined the academic performance, study habits, and learning preferences of students taking applied science courses at one Philippine public university campus. Knowledge and education are products of common interest. Knowledge development and implementation is a part of the collective social initiative (UNESCO, 2015). A huge task entrusted to higher education institutions in the Philippines is to generate qualified graduates in their respective disciplines who possess the skills and attributes to cope with the ever-changing work environment in the 21st century (Magulod, 2017)—understanding students' diverse learning styles and expectations isis an important step to pursue in ensuring quality and overall learning experience for university students. Learning style relates to how students learn and interpret knowledge in their manner. Several previous kinds of research have examined the association between the learning styles and academic performance of college students. Moenikia and Zahed-Babelan (2010) and Williams et al. (2013), reported a strong correlation between

learning styles and academic performance in the university environment.

From the general vision to prepare university students in the 21st century as skilled, flexible, and efficient professionals, the need to incorporate teaching strategies and practices instinctively associated with their preferences and capabilities can make them better learners. Indeed, considering the diversity and multiculturalism in this generation, it becomes more important to understand how these diverse learning styles and the demographics of the students can be appropriately synthesized to maximize the improvement in the student's academic performance.

CONCLUSION AND RECOMMENDATIONS

Overall, the gathered data led to the conclusion that the study's participants, 30 first-year nursing students of UNO-R, were academically average. Their academic performance was minimally affected by sex, school of origin, amount of sleep, attendance, and study habits based on the non-significant difference in the said variables. It is evident that each of these variables, when grouped and compared to one another, along with their average grades, showed little to no impact on their own. Although it may be clear to the researchers that these variables are vital to academic success, academic success also ultimately lies in the student's ability to assess where they may allocate their time.

The reallocation of time spent sleeping emerged as a critical factor with a profound impact on the academic performance of nursing students. Among the various factors examined, sleep duration demonstrated the most significant relationship with grades, underscoring its essential role in cognitive function, learning, and overall academic success. Adequate sleep is crucial for memory consolidation, concentration, and problem-solving—particularly vital in a demanding field like nursing, where students must grasp complex concepts and apply them in both theoretical and practical settings. Evidence from the study highlights that nursing students who prioritize sufficient sleep tend to perform better academically, suggesting that sleep acts as a protective factor against academic challenges.

Conversely, reduced sleep often correlates with decreased alertness, impaired decision-making, and heightened stress levels, negatively impacting academic performance. The rigorous schedules and heavy workload typical of nursing programs may tempt students to sacrifice sleep in favor of studying or completing assignments, but this approach needs to be revised. Sleep deprivation not only undermines academic efficiency but also poses risks to mental and physical health, potentially leading to burnout.

The findings emphasize the importance of educating nursing students about time management and the role of healthy sleep habits in academic success. Encouraging students to balance their study routines with adequate rest could result in improved grades and better preparedness for the professional demands of the nursing field. Educators and institutions can advocate for a holistic approach to student well-being and performance by acknowledging the direct link between sleep and academic outcomes.

This study offers several key recommendations to improve nursing students' academic performance and well-being. Educators are encouraged to integrate the findings into their teaching practices by emphasizing the importance of time management, healthy study habits, and self-care. By fostering an environment that supports academic success and student health, educators can help students navigate the challenges of nursing education more effectively.

Parents are also urged to actively support their children actively, helping them balance academic responsibilities with physical and mental health. Providing emotional support, encouraging healthy

routines, and guiding their children in managing stress are all essential to maximizing their potential while ensuring well-being.

Nursing students are advised to adopt effective study habits while prioritizing their health. Developing a routine that includes adequate sleep, breaks, and stress management strategies can enhance focus and retention, ultimately leading to better academic performance. Students should also proactively seek help when overwhelmed, whether through academic support services or peer groups.

Finally, the study encourages future researchers to build on these findings by exploring additional factors influencing students' academic performance. Research into social support, teaching methods, and mental health interventions can further enhance our understanding and help develop more effective strategies for supporting nursing students in their academic and personal growth.

REFERENCES

Abraham, J., & Scaria, J. (2015). Influence of sleep in Academic Performance – An Integrated Review of literature. *IOSR Journal of Nursing and Health Science, 4*(4), 78-81. https://doi.org/10.9790/1959-04477881

Akinsola, M. K., & Tella, A. (2003). Effectiveness of individualistic and cooperative teaching strategies in learning geometry and problem solving in Mathematics among junior secondary schools in Nigeria. *Personality Study and Group Behaviuor*, *23*, 95-105.

Al Ghamdi, A. A. (2013). Sleep deprivation and academic performance of students in the collage of nursing at King Saud University. *World Applied Sciences Journal, 27*(2), 155-167. https://doi.org/10.5829/idosi.wasj.2013.27.02.8141

Alligood, M. R. (2014). *Nursing theory: utilization & application* (5th ed.). Elsevier Mosby. https://stikespanritahusada.ac.id/wp-content/uploads/2017/04/Nursing-Theory-Utilization-Application-2014-CD.pdf

Aung, K. T., Nurumal, M. S., & Zainal, S. N. (2016). Sleep quality and academic performance of nursing students. *IOSR Journal of Nursing and Health Science, 5*(6), 145-149. https://doi.org/10.9790/1959-050601145149

Bae, Y., Choy, S., Geddes, C., Sable, J., & Snyder, T. (2000). *Trends in educational equity of girls & women.* Washington, National Center for Education Statistics, U.S. Department of Education, Office of Educational Research and Improvement. https://nces.ed.gov/pubs2000/2000030.pdf

Bandura, A. (1994). Self-efficacy. In V. S. Ramachaudran (Ed.), *Encyclopedia of human behavior* 4, 71-81. Academic Press. https://shop.elsevier.com/books/encyclopedia-of-human-behavior-four-volume-set/ramachandran/978-0-08-088575-9

Credé, M., Roch, S. G., & Kieszczynka, U. M. (2010). Class attendance in college: a meta-analytic review of the relationship of class attendance with grades and student characteristics. *Review of Educational Research, 80*(2), 272-295. https://doi.org/10.3102/0034654310362998

Doll-Speck, L. (2007). *Study behavior of nursing students* [Unpublished doctoral dissertation]. Bowling Green State University.

Dotillos, D. Z., Orong, A., Payangga, A., Proel, M., Simyunn, X. M., & Dan, T. . C. (2010, December 31). Preferences of study time and academic performance among third year nursing students. *Advancing Nursing Research, 3,* 1-13. https://www.herdin.ph/index.php/component/herdin/?view=research&cid=63738

Elder, T., & Jepsen, C. (2013). Are Catholic primary schools more effective than public primary schools? *Journal of Urban Economics*, *80*, 28–38. https://doi.org/10.1016/j.jue.2013.10.001

El Desouky, E.M., Lawend, J.A., & Awed, H. (2015).

Relationship between quality of sleep and academic performance among female nursing students. *International Journal of Nursing Didactics*, *5*(9), 6-12. https://www.iosrjournals.org/iosr-jnhs/papers/vol4-issue4/Version-6/A04460109.pdf

Eliasson, A. H., Lettieri, C. J., & Eliasson, A. H. (2009). Early to bed, early to rise! Sleep habits and academic performance in college students. Sleep and Breathing, 14(1), 71–75. https://doi.org/10.1007/s11325-009-0282-2

Ella, R., Akpabio, I. I., & Samson-Akpan, P. E. (2015). Influence of Study Habits on Undergraduate Nursing Students' Academic Performance in University of Calabar, Nigeria. *American Research Journal of Nursing, 1*(3), 1-6.

FereidouniMoghadam, M., & Cheraghian, B. (2009). Study Habits and Their Relationship with Academic Performance among Students of Abadan School of Nursing. *Strides in Development of Medical Education*, *6*(1), 21-28. https://sdme.kmu.ac.ir/article_90154.html

Hershner, S. D., & Chervin, R. D. (2014). Causes and consequences of sleepiness among college students. *Nature and science of sleep*, *6*, 73–84. https://doi.org/10.2147/NSS.S62907

Idowu, A.I. (2004). *Guidance and Counselling in Education*. Ilorin, Inderac Publisher.

Kelly, W. E., Kelly, K. E., & Clanton, R. C. (2001). The relationship between sleep length and grade-point average among college students. *College Student Journal, 35*(1), 84–86.

Magulod, G. C. Jr. (2017). Creativity styles and emotional intelligence of Filipino student teachers: A search for congruity. *Asia Pacific Journal of Multidisciplinary Research*, *5*(1), 175–184. https://www.apjmr.com/wp-content/uploads/2017/01/APJMR-2017.5.1.20.pdf

Malale, K., Nyangena, E., & Kithinji, W. K. (2016). A comparative analysis of academic performance of diploma nursing student of public, private and faith based schools in Tanzania. *International Editorial Advisory Board, 8*(2), 151. http://repository.kemu.ac.ke:8080/xmlui/handle/123456789/88

McDaniel, A. (2012). Women's Advantage in Higher Education: Towards understanding a global phenomenon. *Sociology Compass*, *6*(7), 581–595. https://doi.org/10.1111/j.1751-9020.2012.00477.x

Moenikia, M., & Zahed-Babelan, E. (2010). The role of learning styles in second language learning among distance education students. *Procedia - Social and Behavioral Sciences*, *2*(2), 1169–1173. https://doi.org/10.1016/j.sbspro.2010.03.167

O'Dea, R. E., Lagisz, M., Jennions, M. D., & Nakagawa, S. (2018). "Gender differences in individual variation in academic grades fail to fit expected patterns for STEM." *Nature communications*, *9*(1), 1-8. https://doi.org/10.1038/s41467-018-06292-0

Orzech, K. M., Salafsky, D. B., & Hamilton, L. A. (2011). The state of sleep among college students at a large public university. *Journal of American College Health*, *59*(7), 612–619. https://doi.org/10.1080/07448481.2010.520051

Sabitu, A. O., Babatunde, E. G., & Oluwole, A. F. (2012). School types, facilities and academic performance of students in senior secondary schools in Ondo State, Nigeria. *International Education Studies*, *5*(3). https://doi.org/10.5539/ies.v5n3p44

Sarbazvatan, H., Amini, A., Aminisani, N., & Shamshirgaran, S. M. (2017). Sleep quality and academic progression among students of Tabriz university of medical sciences, northwest of Iran. *Research and Development in Medical Education*, *6*(1), 29–33. https://doi.org/10.15171/rdme.2017.006

Shriver, C. B., & Scott-Stiles, A. (2000). Health Habits of Nursing versus Non-nursing Students: A Longitudinal Study. *Journal of Nursing Education*, *39*(7), 308–314. https://doi.org/10.3928/0148-4834-20001001-06

Thomas, C. M., McIntosh, C. E., Lamar, R. A., & Allen,

R. L. (2017). Sleep deprivation in nursing students: The negative impact for quality and safety. *Journal of Nursing Education and Practice*, *7*(5), 87. https://doi.org/10.5430/jnep.v7n5p87

Tooley, J., Dixon, P., & Olaniyan, O. (2005). Private and public schooling in low-income areas of Lagos State, Nigeria: A census and comparative survey. *International Journal of Educational Research*, *43*(3), 125–146. https://doi.org/10.1016/j.ijer.2006.05.001

UNESCO. (2015). *Rethinking education: towards a global common good?* United Nations Educational, Scientific and Cultural Organization. https://doi.org/10.54675/MDZL5552

Williams, B., Brown, T., & Etherington, J. (2013). Learning style preferences of undergraduate pharmacy students. *Currents in Pharmacy Teaching and Learning*, *5*(2), 110–119. https://doi.org/10.1016/j.cptl.2012.09