Research is to see what everybody else has seen,
And to think what nobody else has thought.

`Albert Szent-Gyorgyi
CHAPTER II

REVIEW OF LITERATURE

The review of literature provides a basis for future investigations, justifies the need for replication, throws light on the feasibility of the study, indicates constraints of data collection and helps to relate the findings of one study with another. It also helps to establish a comprehensive body of scientific knowledge in a professional discipline from which valid and pertinent theories may be developed.

Therefore, an intensive review of literature has been done from published and unpublished theses and journals. For the purposes of systematic compilation review of literature has been presented as follows:

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Figure 2: Review of Literature undertaken in the study
A descriptive cross-sectional research conducted according to previous studies that nursing students' anger expression patterns, depression and self-esteem significantly affected the physical and mental well-being of the patients. This study examined the degrees of anger expression patterns, depression and self-esteem of 320 Korean nursing students and to examine the correlations among them. The measurements used were based on the Korean standard ‘State-Trait Anger Expression Inventory’, ‘Symptom Checklist-90-Revision’ and ‘Self-Liking/Self-Competence Scale-Revised Version’. The subjects showed lower anger repression, anger expression, control of anger and depression. The degree of self-esteem revealed a higher than the median value. There were significant correlations among anger expression patterns (anger repression, anger expression and anger control), depression and self-esteem. Conclusion: Based on the findings of this study, interventions are needed for Korean nursing students in order to promote anger management and improved self-esteem.32

The objective of the study was to assess the self-esteem of nursing students and explore its relationship with professional training factors that could affect it. This descriptive research, involved 135 nursing students at a university in the South of the state of Minas Gerais (Brazil). Data collection was performed using a self-report form that collected information about the socio-demographic characteristics and satisfaction with the career chosen, as well as the Rosenberg Self-Esteem Scale. Results showed that from the total, 90% of the students were female, 41% were 20 years of age or younger and 96% was single. One in each three was taking the first year of their programme. Concerning the self-esteem level, 68% presented high self-
esteem, 30% an average level of self-esteem and 2% low self-esteem. A positive relationship was found between the level of self-esteem and professional perspective (p=0.011). This study concluded that the most nursing students presented high self-esteem, which was related to the professional perspective.33

Professional identity and competent ethical behaviours of nursing students are commonly developed through curricular inclusion of professional nursing values in education. Despite the enactment of this approach, nursing students continue to express difficulty in managing ethical conflicts encountered in their practice. This descriptive correlational study explored the relationships between professional nursing values, self-esteem, and ethical decision making among senior baccalaureate nursing students. A convenience sample of 47 senior nursing students from the United States were surveyed for their level of internalized professional nursing values (Revised Professional Nursing Values Scale), level of self-esteem (Rosenberg's Self-Esteem Scale), and perceived level of confidence in ethical decision making. A significant positive relationship (p < 0.05) was found between nursing students' professional nursing values and levels of self-esteem. The results of this study can be useful to nursing educators whose efforts are focused on promoting professional identity development and competent ethical behaviours of future nurses.34

A descriptive research designed to overview the image of nursing among 100 randomised associate nursing students in South Jordan, Balqa Applied University, Karak and Aqaba college branches. Study used self-administered 68 itemed questionnaire containing three major parts: the socio-demographic characteristics; image of nursing; the social rank of job. The study showed that the majority (38.24%) of associate nursing students generally have significant positive perceptions about the image of the nursing profession. The highest percentage of the study subjects joined
the faculty of nursing because of financial reasons/ availability of work. Majority (80.9%) of the students feel proud when talking with others about nursing profession. The relationship with medical members and the family members have the greatest effect in changing the image of nursing profession. This study concluded that a majority of the respondents preferred teaching institution and bedside nursing after the graduation.35

The aim of this descriptive and comparative study was to determine the self-confidence levels of the first and the second year nursing students and the factors related to such self-confidence. Data were obtained via a questionnaire for socio-demographic characteristics and a 'Self-Confidence Scale' prepared by the researchers. High self-confidence levels were noted in 78.6% of female students and 92.3% of male students. While 84.5% of second-year students had high self-confidence levels, this rate was 76% in the fourth-year students. Female nursing students were significantly less self-confident than male students. Self-confidence should be nurtured in a caring nursing curriculum; however, there is a lack of clarity as to what confidence means, how it is perceived by students and what educators can do to instil self-confidence in nursing students.36

A cross sectional study was carried out to examine the relationship between self –esteem and student's academic performance among the second year undergraduates of Faculty of Health Sciences and Faculty of Medicine, UKM session 2010/2011. Total sample of 220, (110 males) were selected via random sampling method. Using survey method the data were collected regarding their self-esteem, body area satisfaction, stress and demographic data using 3 scales – Rosenberg Self-Esteem Scale (RSES), Perceived Stress Scale (PSS) and Body Area Satisfaction Scale (BASS). The study results showed that the mean score for self-esteem scales was
17.44±3.44 and the score ranged from 0 to 30 (RSES); the mean of CGPA was 3.022±0.41. The correlation results showed that students with higher self-esteem performed better in their academic (p< 0.0005, r=0.32). Self esteem showed a positive significant correlation with body area satisfaction (p< 0.05, r=0.016) and self esteem and stress were inversely significant (p< 0.05, r=-0.198). Study concluded that, self-esteem is one of the key factors affecting an individual's academic performance, which is more significant than other contributing factors including stress and body image.37

A study investigated the relationships between global self-esteem, academic self-efficacy (study habits) and academic performance among a sample of 255 college students in the United Arab Emirates. The widely used Rosenberg's Self-Esteem Scale (RSES; Rosenberg, 1965) and an academic self-efficacy scale, modified from (Jinks and Morgan, 1999) were used to assess student's self-esteem and their academic self-efficacy. Each student's average grade for the mid-semester and final semester was used as the performance measure. Confirmatory factor analyses using Analysis of Moment Structures (AMOS) version 18 performed on the scores of the RSES revealed two factors (positive and negative self-esteem) as hypothesized. Correlated results indicated significant relationships between global self-esteem and academic self-efficacy. Also academic achievement was associated with having high academic self-efficacy.38

The objective stated to evaluate self-esteem among first-year nursing students. A cross-sectional study was performed on 44 nursing students (5 male, 39 female) from two educational institutions who were recruited on convenient sampling. The survey instrument used in this study was Rosenberg’s self-esteem scale (RSES) measured of global self-esteem. The factor-1 score of sum of five positive statements
were termed as self-enhancement and the factor-2 score of five negative statements as self-derogation. Descriptive analysis was carried to find out the frequencies for each of the items and item-responses of the RSES and study participants’ demographic variables. The finding showed that overall levels of self-esteem were low in the study sample of nursing students. Institution and gender played an important role for self-derogation scores but not the age or religion.\textsuperscript{39}

The goal was to find a relation and causal ordering of academic self-concept and academic achievement using theoretical review, methodological and empirical support for the REM (Reciprocal Effects Model). Critical features in this research places a theoretical emphasis on multidimensional perspectives that focus on specific components of self-concept and a methodological focus on a construct validity approach to evaluate the REM. The findings were Consistent with these distinctions; REM research and a comprehensive meta-analysis show that prior academic self-concept (ASC) has direct and indirect effects on subsequent achievement, whilst the effects of self-esteem and other non-academic components of self-concept are negligible. The study concluded that, ASC lead to increases in subsequent academic achievement and other desirable educational outcomes. Findings confirm that not only self-concept is an important outcome variable in itself, it also plays a central role in affecting other desirable educational outcomes.\textsuperscript{40}

A study interested on the randomly selected 200 higher secondary school students (100 male, 100 female). Self-esteem questionnaire (Eysenck,1976) and Students’ Achievement Goal Orientations check list (Midgely,et al.,1998) were used for data collection. The participants’ academic achievement was considered from their average academic marks during that academic year. Result showed that self-esteem, goal orientation components (mastery, approach performance and avoidance
performance) and academic achievement are correlated (p<0.05). In addition, results of the students also showed significant differences between male and female students in scores of self-esteem and achievement goals orientation. The results of this present research revealed that self-esteem and achievement goals to be the affecting factors on academic achievement among the higher secondary school students.\textsuperscript{41}

A meta-analysis of longitudinal studies on self-concept and academic achievement at Taiwan using 39 independent and longitudinal samples through the integration of meta-analysis and path analysis procedures was carried out. In the results mean observed correlations ranged between prior self-concept and subsequent academic achievement (r = 0.20 to r = 0.27) and between prior academic achievement and subsequent self-concept (r=0.19 to r = 0.25), showed that the Globality/specificity of self-concept was the only significant moderating factor in relation between (a) prior self-concept and subsequent academic achievement and (b) prior academic achievement and subsequent self-concept. As high self-concept is related to high academic performance and vice-versa, intervention programs that combine self-enhancement and skill development should be integrated.\textsuperscript{42}

A longitudinal study on stress and self-esteem among student nurses at Cardiff University, Nursing, Health and Social Care Research Centre, UK. Participants completed the stress in nurse education questionnaire and the culture free self-esteem inventory at various time points in the study, and a demographic questionnaire at baseline. The students who took part in the study commenced their nurse training in September 2002. The study findings were levels of self reported stress and “general” self-esteem that were significantly different at different stages of the nurse training process. Self reported stress were at the highest at the beginning of the third year and these were significantly higher when compared to stress reported at any other time
point. Self-esteem levels were lowest at the end of the training and the study concluded that, trying to obtain data only at single time point during nurse education/training is inadequate as this research has shown that there is indeed variation in student psychological well being across the academic year.\textsuperscript{43}

A study examined self-esteem, gender and academic achievement, among 153 undergraduate students consisting of 105 male and 48 female. Data were collected by using the Persian version of the Rosenberg Self-Esteem Scale (RSES). Cumulative grade point average (CGPA) was used to select the participants. Data were analyzed by multinomial logistic regression and independent sample t-test. However, according to multinomial logistic regression, the result showed a statistically significant overall relationship between independent variables (self-esteem & gender) and the dependent variable (CGPA). There was no statistically significant individual relationship between total self-esteem and academic achievement (Sig=.074, P>0.05). A significant difference between gender and self-esteem was observed (Sig=.001, P<0.01) that females in self-esteem scored higher than males. Also, self-esteem indicates a strong significant association with gender (Chi-Square =14.173, Sig=.007, P<0.01). It concluded that further studies should take effort to better separate discrete abilities and measure their significant relation with academic achievement.\textsuperscript{44}

An investigator conducted a study on self esteem and assertiveness of final year Turkish university students at Cumhuriyet University School of Nursing, Turkey. The research population was a total of 372 students who were in their final year of university in nursing programs. Out of 372 only 290 students were included in the study based on the stated inclusion and exclusion criteria. Total response rate was 77.9%. The data were collected using a “Personal Information Form,” Stanley Coopersmith Self Esteem Inventory (SEI) and Raghu’s Assertiveness Schedule
(RAS). Frequency distribution, t test, correlation and variance analysis were used in the analysis of the data. The results of the study were that the nursing students had the highest scores from SEI (80.64 ± 15.83). Similarly the nursing students had the highest scores on the RAS (36.29 ± 25.33).

An author aimed to explore the meaning of empowerment for nursing students in relation to their clinical practice experiences, because only few researchers have focused specifically on nursing students’ empowerment. The critical incident technique was used and anonymous data were collected from 66 nursing students relating to empowering and disempowering experiences in clinical practice. Around 109 written critical incidents were provided to nursing students the data were collected and content analyses results showed that nursing students experienced both empowerment and disempowerment in clinical placements, centring on three issues: learning in practice, team membership and power. Continuity of placement, the presence of a mentor and time underpinned empowering experiences whereas; their absence had a disempowering effect. The consequences of nursing student empowerment were high self-esteem, motivation for learning and positive regard for placement. Supportive mentors play a pivotal role in empowering of nursing students and it is essential for a nursing professional that they are supported to undertake their mentorship role.

In this study the joint effects of stress, social support, and self-esteem on adjustment to university were examined. First-year undergraduate students (N = 115) were assessed during the first semester and again 10 weeks later, during the second semester of the academic year. Multiple regressions predicting adjustment to university from perceived social support (friends and family), self-esteem (academic, social, and global), and stress were conducted. From the fall to winter semesters,
increased social support from friends, but not from family, predicted improved adjustment. Decreased stress predicted improved overall, academic, personal-emotional, and social adjustment. Increased global, academic, and social self-esteem predicted decreased depression and increased academic and social adjustment. Results concluded that support and self-esteem are the essential components for students to adjust to university life.47

In a study conducted in Korea on the influencing factors on self-esteem in adolescents were the data were collected by using questionnaires from 1155 adolescent students at higher secondary school in Seoul and Kyungkido, Korea. The Instrument tools utilized in this study were self-esteem, body-image, problematic behaviour, depression, school adjustment, social support tool and thoroughly modified to verify validity and reliability. The collected data had been analyzed using SPSS 11.0 programme. The variable of family harmony and counselling partner were treated as dummy variable. Multiple Regressions were used for further analysis. The major factors that affect the self-esteem of the adolescents were depression, social support, body-image, problematic behaviours, school adjustment, and family harmony, which explained 54.7% of self-esteem.48

A researcher indented to examine the effect of parent-child interaction on self-esteem as mediated by emotional support and self-perception among Thai undergraduate nursing students in Thailand. This study recruited 307 Thai baccalaureate nursing students who completed the Rosenberg Self-Esteem Scale, Ross Parent-Child Interaction Questionnaire, Emotional Support instrument, and Self-Perception questionnaire. Results revealed that the students reported relatively high self-esteem. A path model demonstrated the positive effect of parent-child interaction on emotional support and self-perception, and the positive effects of emotional
support and self-perception on self-esteem. Self-esteem was powerfully predicted from emotional support and moderately predicted from self-perception. These variables account for 37% of the variance in self-esteem.49

A study explored 72 nursing students' perceived levels of self-esteem and their fear of negative evaluation prior to, and nearing the completion of, their 3-year preregistration programme in two general nursing schools in Southern Ireland. A descriptive, quantitative, comparative survey design was used. A modified Rosenberg Self-esteem Scale and the Watson and Friend Fear of Negative Evaluation Scale were used to collect data at the start of their programme and again 2 months before completion. Results, indicated that students' reported self-esteem increased as they neared the end of their education programme and their fear of negative evaluation was decreased; however, their overall self-esteem levels at their highest were only average. While there is no single factor that can increase or decrease personas self-esteem, this study has explored the potential impact of the fear of negative evaluation on self-esteem.50

A longitudinal study on perceived level of stress, coping and self-esteem of undergraduate nursing students during their 3 years of training in Australia was carried out. The sample consisted of a cohort of nursing students going through 3 years of a nursing programme, with a descriptive correlational design. The tools used were demographic data, the General Health Questionnaire (GHQ-12), Self-esteem Scale, and the modified Coping Scale. Data were analysed using frequency distributions, content analysis, and measures of correlation. Results showed that students in 1st year experienced significantly less transient stress than 2nd years; 3rd yrs had more positive self-esteem than the 2nd years. There were no significant differences in chronic stress, avoidance, proactive coping, and negative self-esteem among the
three years of nursing students. Positive self-esteem was significantly correlated with proactive coping behaviours among all participants.\textsuperscript{51}

\section*{SECTION B: Literature related to Study Habits}

Like other units within colleges and universities, academic libraries are subject to increasing internal and external pressures to demonstrate their contributions to institutional goals related to students' success. The purpose of this study was to investigate the relationship between the first-year undergraduate students' use of the academic library, academic achievement, and retention. Results of ordinary least squares regressions predicting first-year students' cumulative grade point averages (GPA) and logistic regressions predicting students' first-year to second-year retention suggest that students who used academic library services and resources at least once during the academic year had higher GPA and retention on average than their peers who did not use library services. The results of two separate regressions predicting students' GPA by 10 different types of library use suggest that four library use areas were consistently and positively associated with students' GPA: database logins, book loans, electronic journal logins, and library workstation logins. The results of two separate logistic regression analyses suggest that logging into databases and using library workstations were actions consistently and positively associated with students' retention.\textsuperscript{52}

This study focused on the description and evaluation of the perception of learning style, study habits and its significance to the students' academic performance particularly in College students. Three sets of questionnaires were used to gather the numerical data: the learning style inventory guide the study habits assessment form
and the teacher made test. This included 100 students who enrolled in college Algebra during the second semester of 2013 at Kalinga Apayao State College. It showed that 46% of the students had desirable learning through visual style of learning, 36% preferred auditory learning and only 18% of them prefer tactile style of learning. It was also observed that the students had an average study habit and results showed that the students got a highest mean of 2.05 in the number of hours in studying their lesson. On the overall performance of the students it was noted that the students had an average performance (mean of 2.15). Specifically, there were 50 % of them showed average performance, 35% of them were within “low performance,” whereas only 15% of them showed high performance on correlation to the academic performance and their study habits, This implies that the study habits of the students in college algebra have great impact no their performance in the said subject. The students described themselves as visual and auditory learners rather than being tactile. Evidences helped in concluding that study habit is an essential practice for students of any discipline to perform academically good.53

An Indian author assessed the study skills of the nursing students. This comparative non-experimental descriptive design was between I (n=30) and II (n=30) year B.sc Nursing samples in Bangalore. A convenient sample technique was used and the data were collected using socio-demographic data sheet and study skill inventory (Kanchana 1998). Study results revealed that among the I years sample equal percentage of sample (50%) showed good study habits and (50%) showed poor study habits, whereas the II year sample showed majority (70%) had good study habits and 30% showed poor study habits. The difference between I and II year samples were showed a statistically significant (‘t’ value = 2.39 at p, 0.05). it was also
found that domicile, gender, income, religion were showed significant association with II year whereas, only domicile showed an association with I year sample.\textsuperscript{54}

A cross-sectional descriptive study carried out a study on self-directed learning readiness and learning styles among 275 Saudi undergraduate nursing students at nursing department of faculty of Applied Medical Sciences. Data were collected using self-administered questionnaires covering the demographic features of the students, Fisher's self-directed learning readiness (SDLR) scale, and the Kolb's learning styles inventory. The main findings of the study showed 77\% (211) of the students had high level of SDLR. The percentages of converge, diverge, assimilator and accommodator learning styles were 35.6\%, 25.8\%, 25.55\% and 13.1\%; respectively. There was no association between the level of SDLR and the learning styles. The study concluded that, high level of SDLR and the dominant converge learning style among the undergraduate nursing students have a positive implication on their education and post-employment continuing nursing education.\textsuperscript{55}

An effect of self-directed learning abilities of 220 student nurses in Nursing School of Dokuz Eyül University studied on success using cross-sectional descriptive correlation study. SDL scale including 40 questions was used to obtain the data; the data were evaluated by using Pearson correlation analysis. As a result of research, a positive meaningful average relation was found between the points of SDL and success of the students. (p<0.01, r = 0.60). The study concluded that the nurse instructors should determine the learning style and methods of the students in order to analyze how self-directed learning shall have an effect on the students' achievement.\textsuperscript{56}

A correlation research was carried out by using the exploratory research design among 331 nursing student to find the relationship between ages and learning styles. The analysis of the data revealed that the most common learning styles were
Introversion, Sensing, Thinking, and Judging (ISTJ). The endings indicated that the sensing and judging comprised 43.0% of the participating nursing students. Sensing and judging are highly preferred in the field of nursing. However, the ages of nursing students were not significantly related to their learning styles. The awareness and understanding of individual differences is of great importance in tailoring each learning style to benefit the educators and the learners, thereby enhancing nursing education.57

A longitudinal study on a single group undergraduate nursing students' on their learning styles, during their first and final year periods, at Trinity College in Ireland was carried out. The Honey and Mumford (2000) Learning Styles Questionnaire was used to collect the data from 202 samples of first year and 166 final year nursing students respectively. The final sample number (58) was taken based on matched pairs for the analysis. The findings showed that preferred learning style of the nursing students were significantly different in their 1st year 69% and in the final year 57% at the two time point and there was a significant relationship between some learning styles and students' age but not with academic achievement. Total scores of all learning styles showed significant improvements across the two time points of the study. It’s an implication for nurse educators to be aware of students' learning styles to maximize students’ learning potential, utilize a range of teaching and learning methodologies too many assessments that develop all learning styles.58

The descriptive research objective was to determine the relationship between study habits and academic performance among 79 students in the School of Nursing at Poza Rica-Tuxpan, to propose alternatives to increased academic performance. The sample was applied to the inventory of Gilbert's study habits and academic
performance was considered as the average obtained in the previous semester. The result was that 85% of students had regular study habits and 15% were poor. With regard to academic performance 23% were excellent, 62% were regular and good, and only 15% of them were below average. The results showed a significant correlation between the study habits and academic achievement which enabled the acceptance of research hypotheses and rejection of null hypothesis. These results lead to the thought of designing a methodological strategy to work the study habits of students from admission to college in order to improve academic performance.

This comparative study was conducted primarily to find differences in the study habits and the academic performance between Pakistani British and White British students. The sample comprised of 200 science students. Survey of Study Habits and Attitudes (Brown & Holtzman, 1955) was used to assess their students’ study habits and their last year academic grades were used to assess academic performance. The t-test analysis was carried out to compare the study habits and academic performance of the sample. Analysis revealed that White British students had significantly better study habits than the Pakistani British students (t= 2.03 at p<0.05). However, two groups of student had no significant difference in the academic performance (t= 1.89 at p<0.05). The second finding revealed that country of origin and schools had a significant (p<0.001) interactive effect on study habits, but had no significant interactive effect on the academic performance of the students. Findings of the present study have implications for educationist and parents. Thus, students need to be assisted to develop a better and an effective study habits in order to improve their academic performance. It will help the teachers to modify their teaching styles and pattern of imparting knowledge to the students.
This paper examined the impact of independent variables: “study habits, skills, and attitudes” (SHSAs) on the dependent variable: academic performance of 395 2nd year business students in financial accounting college at Philippine university. Data were collected through student survey and school records. They were treated as using multiple regression analysis, with the accounting course final grade as the paper also examines the factors that differentiate high from low performing students. Results: The study found that math proficiency, English proficiency, high school accounting, and academic aptitude influence accounting performance, supporting the findings of many previous researches on cognitive factors. Among the SHSA factors, the only students’ perception of teachers’ effectiveness and the level of effort influenced the accounting performance. Time spent studying, attendance in review classes conducted in tutorial centres, motivation, and study habits had no significant effect. Upon further analysis, comparing the high and low performers with study habits showed significant as well. In particular, students who performed better were those who did more in terms of reading ahead, doing their homework, participating in class, and cramming for exams. Conclusion: Since student perception of teacher effectiveness strongly influences accounting performance, it is critical that hiring and training of accounting faculty be given utmost importance. Level of effort and good study habits also help, but not the sheer number of study hours.61

A study viewed on relationship between study skills and academic performance of university students at Shahid Sadoughi University of Medical Sciences, Yazd, Iran using descriptive correlational survey on 179 male and female junior and senior medical and dental students. The instrument used was “Study Skills Assessment Questionnaire”. The data were collected and analyzed using Kruskal-Wallis test. The findings of the study showed that the study skills scores of university
students with a grade point average (GPA) of 15 or more (out of 20), were statistically higher than that of those students with a GPA of less than 15 in all of the 7 skills of time management and procrastination (P<.01), concentration and memory (P<.01), study aids and note taking (P<.02), test strategies and test anxiety (P<.01), organizing and processing information (P<.01), motivation and attitude (P<.04), and reading and selecting the main idea (P<.0001) and concluded that, teaching of study skills to university students can play an important role in the improvement of students’ academic performance.62

An annual National Survey of Student Engagement in study time found that full-time students put in about 15 hours a week, on an average. The survey found that faculty expectations for study time was matched with students report, but professors in some fields wanted students to study more, and students weren’t always prepared for class even when they put in 20 hours. With the challenge of paying for college today in the down economy, the survey looked at the impact that financial stress had on students. Overall, 22 percent of entering had financial difficulties." Of those students, about one-third expected to work more than 10 hours a week and they were first-generation college students. It found that they had more trouble in learning course material, managing time, getting help with college work, making friends, and interacting with faculty than students who didn't have financial concerns. Survey revealed that majority of the students take careful notes in class, nearly one-third never looked at them again for review. About 50% outlined major topics and ideas from class as a way to retain the material and another 50% discussed effective study strategies with faculty or other students. It highlighted that students with high financial need placed a higher value on importance for campus support and help coping.63
An exploratory study addressed two objectives regarding motivational and affective variables which affect undergraduate students' learning outcomes. In this investigation, researcher (1) built an empirical model based on the presage-process-product paradigm to clarify potential effects of study habits and of action-emotion style (a classification resulting from analyses of the components of the Type-A Behaviour Pattern) on students' academic performance; and (2) evaluated relations of inter-dependence between levels of TABP components, study habits and undergraduate students' academic performance. Study used two different samples of 360 and 409 university students from different programs at a university in South Eastern Spain. Findings suggested that action-emotion style is a predictor for explaining students' individual differences in motivation and learning outcomes.

A researcher published a quantitative study on teaching mode efficiency and learning preferences of first year nursing students at La Trobe University Bendigo, Australia. Tools used were consisting of two sections. The first section sought student feedback on their experiences of lectures, tutorials and practical classes; the second section, consists of the ‘VARK test’, Visual, Aural, Read/write, Kinaesthetic (Fleming, 1995) in the tertiary classroom. The study identified that the majority of students found the lectures, tutorials and practical sessions to be beneficial to their learning and the combination reiterates and emphasises various life science concepts. The most favoured strategy was practical sessions, while tutorials were seen as least useful. The sensory mode the majority of students preferred to receive information was kinaesthetic (the hands on approach to learning). Students are diverse creatures with differing abilities and mode for learning. There is no single right way to present material but by providing several different approaches the differing learning styles of students can be accommodated.
A survey examined the Impact of Mass Media on Study habits and Values of Adolescents from Government and private schools with the total of randomly selected 240 subjects consisting of 120 girls and 120 boys at Monapure, Alwar in India, using descriptive and comparative design. Tools used were namely Study Habits Lists (Mudhopdhaya and Sansanwal) and Value Test (Neresh Kumar). Results revealed the mean score of government and private school samples under the dimensions of Concentration (24% and 21%), Task orientation (25% and 21%) and Interaction (11% and 10%) in the study habits scale. In overall, the samples from government school were influenced more by mass media with affected study habits than private school samples (34% and 31%). It was also evident from the analyses under the value test variable that the samples from government school had much impact of mass media on family prestige values as well as social values than private school samples (11% and 10%). It was concluded that mass media communication has negative effect on adolescents’ values and study habits. It can be overcome by the constant supervisions and regular checks by the parents at home and teachers at institution level. 66

A research article was published on the impact of a study skills programme on the academic development of nursing diploma students at North Umbria University, UK. A small group of pre-registration nursing students identified as needing support with information literacy and study skills participated in focus groups to identify areas of concern, and were offered four remedial workshops. A follow-up focus group explored whether the students' needs had been addressed. Further evaluation of the workshops' impact was completed by diagnostic testing within the University's information literacy programme, Skills Plus. The results showed that all students who attended at least one workshop improved their academic grade in their next assignment. Qualitative data indicated that the students' confidence level and
information literacy, including referencing skills, had improved and concluded that evaluating the impact of this intervention has provided the evidence to demonstrate the value of this additional support.\textsuperscript{67}

Researchers examined how Students Study and Learn Study Habits. On 234 nursing students in a variety of nursing courses in a baccalaureate-nursing program and to ascertain if a correlation exists between study skills as measured by the Study Habits Inventory (SHI) and college Grade Point Average (GPA). Results showed that 17.2\% of nursing students were working more than 20 hours out of 40 hours per week where as 49\% of the sample spent less than 10 hours per week for studying. There was a significant positive correlation between hours spent for studying and GPA. There was a significant correlation between overall GPA and ACT indicating that ACT may be a predictor for general studies success but not for academic success in nursing. Results interpret to assist nursing students in identifying and developing positive study habits that will positively impact academic goals and ultimate success in nursing school.\textsuperscript{68}

A research was aimed to learn about nursing students’ study behaviour with a sample of 407 BSc nursing students, so that nursing educators can assist students with the development of study habits, attitudes, and strategies. An 89-item questionnaire designed by the researcher was used to assess subjects’ age, sex, racial or ethnic identification, H.S. GPA, college grades, nursing course grades, enrolment status, employment status, and college classification. Results showed that the independent variables (total study score, self-regulated learning score, study and work time) predicted the dependent variables (nursing and college grade point average). Study behaviours associated with GPA including quiet study, effort, having a specific time to study, time management, studying until completion, memorizing, keeping track of
progress, and prioritization. Study concluded that students may need counselling on how to balance studying and work. Second, they need to be encouraged to improve their chances of earning good grades by developing good study strategies and through effective self-regulated learning techniques.69

SECTION C: Literature related to Adjustment

A study was conducted in selected nursing institutions of Mangalore, assessed the Social Anxiety and correlated it with Professional adjustment among nursing students. The tools used in the study were Social anxiety scale and a rating scale measuring Professional adjustment. 1000 students were selected by purposive sampling. The study findings revealed that 274(27.4%) of subjects have moderate social anxiety and 768(76.8%) having average professional adjustment. There was no significant correlation between social anxiety and professional adjustment. But, there was significant association between social anxiety and selected variables like gender and year of study. The student nurses, in order to succeed throughout life, needs to develop a positive attitude in face challenges of life.70

A descriptive survey investigate the influencing factors leading to problems of adjustment among nursing students and to seek opinion from students and faculty for developing an organized guidance and counselling program carried on randomly selected sample of 400 nursing students and 108 nurse educators. Study used tools; 1.Structured questionnaire to elicit students' adjustment issues. 2. Questionnaire for nurse educators to elicit student adjustment issues and guidance/counselling services 3.Opinnionare to seek acceptability of guidelines for organizing guidance/counselling services. Student nurses reported more problems in the area of academics (47.32%).The main problems reported were: unable to cope up with the
assignments and tests (56.02%) and not enough time for studies (48.58%). The main problems elicited under personal and social issues were emotional issues (40.88%), improper hygiene in the hostel (30.26), poor quality of food served in the hostel (20.30%). All nursing students (100%) and 96.66% nurse educators reported that their institutions do not have an organized guidance and counseling services. The guidance and counseling guidelines developed were found to be highly acceptable by the nurse educators (99.88%) and students (96%). It concluded that the factors leading to problems of adjustment may be comparable with nursing schools in developing countries, the resources are not enough in organizing guidance/counseling program in India.71

A descriptive, cross-sectional study investigated on perceived stress and stressors among baccalaureate Saudi nursing students, with a sample N=100 in King Saud Bin Abdul Aziz University of Health Science, College of Nursing- Jeddah. A self-administered structured questionnaire - Perceived stress scale (PSS) and the Inventory of College Students’ Recent Life Experiences (ICSRLE) were used as tools. Results: revealed that (72.0%) students reported feeling nervous or stressed fairly often to very often in the previous month; (61.0%) students reported being angry because of things that were outside of their control, (50.0%) students reported being upset because of something that happened unexpectedly. As for the stressors among college students in terms of recent life experiences, (57.0%) of the students reported a lot of responsibilities as the most common stressor. Stressors very much part of students’ life reported such as; lower grades than hoped for (43.0%), not enough sleep (43.0%), too many things required at the same time (42.0%). There was a significant correlation between the Perceived Stress Scale and Students Recent Life Experiences (p< .01; Spearman’s rank correlation test = 0.47). Recommendations: Based on the
study findings, there is a critical need of instructing the nursing students about how to manage their stress, a periodic meetings with the students to raise their awareness about the coping strategies with stress and stressors to ensure better adjustment in student life.\textsuperscript{72}

A correlation survey was done to find out the levels of self-concept in different dimensions and levels of adjustment among in 50 auxiliary nursing and midwifery (revised) [ANM(R)] sample group of Schools of Nursing, Purulia, and West Bengal. The study associated level of self-concept and adjustment with different socio-demographic factors and to assess the correlation between self-concept and adjustment of these students. Majority of students (64\%) had self-concept above average category. Considering levels of adjustment, majority of the students (56\%) fell in the above average category. Mean score of adjustment was highest in the health dimension (9.96) and lowest in the area of education (6.88). No significant association was found between self-concept and age, education and family income. The associations of marital status and type of family with self-concept are statistically significant. No significant association was found between adjustment and socio-demographic characteristics. Positive correlation was found between self-concept and adjustment (correlation co-efficient $r=0.6109$).\textsuperscript{73}

A study on undergraduate nursing students’ stress sources and coping behaviours during their initial period of clinical training at Faculty of Nursing, Al al-Bayt University, Jordan using descriptive cross-sectional study with 181 nursing students’ representative of second year undergraduate students from two universities in Jordan. The results showed that such students perceived moderate levels of stress and the source of stress for these students came mainly from assignment work and the clinical environment. The most common coping strategy used by them was problem-
solving behaviour followed by staying optimistic and transference attention from the stressful situation to other things while avoidance was the least frequently used strategy and they found these methods were effective.\textsuperscript{74}

A group of researchers carried out a study on perceived acculturative stress and sense of coherence among 119 Chinese international undergraduate nursing students at an Australian university in Sydney. It is an exploratory descriptive quantitative design, used Acculturative Stress Scale for International Students (ASSIS) and Sense of Coherence scale (SOC). Results indicated that overall Chinese nursing students had a moderate level of acculturative stress and sense of coherence. However, there was a significant difference in the level of acculturative stress among three groups of Chinese nursing students enrolled in the Bachelor of Nursing course, and SOC was negatively correlated with the level of acculturative stress. The study also highlights the need for universities to provide relevant support to overseas students to make their study journey smoother and more successful.\textsuperscript{75}

Investigators conducted a study on best support to undergraduate nursing students using Survey method. Self-reporting online questionnaire developed by the researchers was used to collect data from 159 undergraduate nursing students enrolled in a Bachelor level programme of study completed the on-line survey. When comparing the two models of supervision, students supervised within the facilitator model were statistically more likely to be challenged to reflect, think, build on existing skills and knowledge and to problem-solve issues. Notably, all factors integral to RN education. Overall, students considered the quality of support to be the most important facet of supervision. The study concluded that, the facilitator model is the better approach for the development of critical thinking, but both models enable the development of a student's professional identity and the development of their role
within nursing. This highlights the significance of clinical experiences during undergraduate nursing education.\textsuperscript{76}

A research was interested in the relationship between coping, self-esteem, individual factors and mental health among 515 randomly selected Chinese nursing students, from four institutes, using matched case–control method. Tools used were Symptom-Checklist 90 (SCL-90), the modified Coping Style Questionnaire, the Self-Esteem Scale and the Personal Data Form. Based on SCL-90, high and low score groups were formed, each consisting of 100 nursing students. The study findings were active coping and self-esteem scores of the high score group were found to be much lower than those of the low score group (P < 0.05), while it was the opposite for passive coping scores (P < 0.01). Also found that academic stress and physical health problems in the past year were 95\% independent risk factors, whereas self-fulfillment satisfaction and a higher level of self-esteem were 95\% preventive factors of samples’ mental health. In order to improve the mental health of nursing students, study concluded that educators should ensure that academic stress is minimized, autonomy is promoted, and self-esteem is developed.\textsuperscript{77}

A survey was conducted to better understand the first-semester transitional issues faced by this population by utilizing “Tinto's student departure theory” and examined the relationship between first-generation status and the academic and social adjustment by analyzing two data sets from "Tri-State College" with the sample of 545 first-year students. This study also includes a descriptive narrative of the findings from the spring structured fixed response questionnaires to further examine the relationship between first-generation status and the perception of the academic and social adjustment of first-year students (n = 15) who earned less than a 2.0 grade point average. The analysis of the fall semester survey revealed statistical significance
difference between multiple sub-groups of first year students’ perception on selected academic adjustment variables. It also revealed that first-generation commuter status statistically significant relationship with their perception on selected social adjustment variable. The findings revealed that first-generation students who earned less than a 2.0 grade point average were able to identify what variables impeded their successful academic and social adjustment. This study provided insight into the specific academic adjustment issues facing first-generation college first-year students yet did not suggest that they face significant social adjustment issues. The academic and social adjustment experience of first-generation first-year students should continue to be investigated to further explore the college experience of this population with the ultimate goal of improving retention and identifying issues that may hinder their advancement within academia.78

A comparative, descriptive and longitudinal study on stress in student nurses from Albania, Brunei, the Czech Republic, Malta and Wales countries, by using the Stress in Nurse Education Questionnaire with 1707 subjects. The study found that, the mean score for the total sample for all the items on the stress scale was 52.3 (SD 17.1). Out of all the items on the stress scale with highest mean scored by the Albania – Korce and the Albania – Tirana sample for ‘the death of a patient’ whilst the Bruneian, Maltese and Welsh samples opted for ‘Revising for and sitting examinations’ and the Czech sample chose: ‘Continuous pressure to meet deadlines for assessments’. The study concluded that, student nurses worldwide do share much in common stress throughout their course of study.79

Authors carried out a study is to identify the differences in opinion of year one nursing students based on their perceptions of the elements operating in the educational environment in a nursing school in Singapore using the Singapore version
of the Dundee Ready Education Environment Measure (DREEM) inventory. 49 nursing students during the 2006-2007 academic year completed a self-report questionnaire in two semesters. This study clearly demonstrated changes in students' perceptions of the new nursing curriculum and learning climate when adjustments were made to the curriculum involving workloads, positioning of modules, teaching policy and assessment expectations, including curriculum committee development and student representative input. 80

Researcher examined the socio-cultural adjustment of sojourning Malaysian students in Britain. 81 Malay and 110 Chinese students were administered with a self-report questionnaire to assess their socio-cultural adjustment. Analysis showed that Malay participants experienced poorer socio-cultural adjustment in comparison with their Chinese counterparts. The results of regression analyses showed that, Malay participants, perceived discrimination accounted for the greatest proportion of variance in socio-cultural adjustment (73%), followed by English language proficiency (10%) and contact with host nationals (4%). For Chinese participants, English language proficiency was the strongest predictor of socio-cultural adjustment (54%), followed by expectations of life in Britain (18%) and contact with host nationals (3%). By contrast, participants' sex, age, and length of residence failed to emerge as significant predictors for either ethnic group, but it might be possible socioeconomic differences between Malay and Chinese students, and personality differences between the two ethnic groups. 81

Undergraduate institutions seek to create a pedagogical environment that increases students' knowledge, expands their powers of reasoning, and shapes their psychosocial dispositions. In this study, investigators examined a conceptual model of academic attainment including two aspects of the pedagogical environment
experienced by students, namely the cognitive demands set by professors and the social support provided by both professors and other students. Along with these climate variables, three psychosocial dispositions of students, self-esteem, perceived academic control, and coping strategies, were also included. A sample of 854 undergraduate students in the faculties of Arts and Science from Canadian university was used to estimate the effect parameters in the model. The results suggest that both cognitive demands and social support affected the students' perceived academic control and coping strategies. In turn, the pedagogical environment and the psychosocial dispositions affected the students’ academic achievement. It concluded that establishing and maintaining supportive pedagogical environments are vital for students in improving their perceived control and coping strategies. 82

An author carried out a study on Bruneian student nurses’ perceptions of stress at Califord University, Wales, US using descriptive research design on 20 Brunei nursing students and their views about stress in nursing. A modified grounded theory approach was used in collecting and analysing data. Findings were organised around the themes: stressors, moderators and Students often found their status as students caused them stress in the clinical setting: with other nurses, with doctors and even with patients. Academic related stressors included having to complete assignments and having to study in English. Various ways of moderating stress were reported including talking to ‘trusted friends’, engaging in sports or simply being quiet. Positive and negative outcomes of stress were identified: stress could lead to mental illness but, also, it could be motivating. 83

A descriptive cross-sectional study to determine sources of stress and coping strategies from 366 undergraduate nursing students from 1-4years, in Iran Faculty of Nursing & Midwifery School. The Student Stress scale with 4 domains and the
Adolescent Coping Orientation for Problem Experiences Inventory (ACOPE), 12 strategies were used for data collection. Results showed that Interpersonal and environmental sources of stress were reported more frequently than intrapersonal and academic sources. Mean interpersonal (P=0.04) and environmental (P=0.04) sources of stress were significantly greater in first year than in fourth year students. Among coping strategies, majority preferred the family problem solving strategies (73%). The next preferred strategies were engaging in demanding activity (66.4%), the spiritual strategy (65.8%), the self-reliance strategy (62%), the social support strategy (59.6%), the seeking diversions strategy (57.7%), and the relaxing strategy (52.5%). Majority of the students were never used the professional support strategies (93.7%) and the humorous (92.9%), and the ventilating strategies (85.8%). Establishing a student support system and equipping nursing students with effective coping skills are essential for their welfare.  

Researchers used a cross-sectional survey design to study psychological distress, personality and adjustment among nursing students attending the College of Nursing, Christian Medical College at Vellore in India. One hundred and forty five nursing students were assessed using the General Health Questionnaire 12, the Eysenck Personality Questionnaire, and the Bell’s Adjustment Inventory to investigate psychological distress, personality profile and adjustment, respectively. Thirty participants (20.7%) of the 145 students assessed reported high scores on the General Health Questionnaire. Psychological distress was significantly associated with having neurotic personality and adjustment difficulties in different areas of functioning. 

A study examined the Undergraduate Students; Social Adjustment, Social Support Groups and Self Esteem. Stress Variables; Academic Achievement; Student
Adjustment and Predictor Variables: joint effects of stress, social support, and self-esteem on adjustment of university First-year undergraduate students. Sample of 115 were assessed during the first semester and again 10 weeks later, during the second semester of the academic year. Multiple regressions predicting adjustment to university from perceived social support (friends and family), self-esteem (academic, social, and global), and stress were conducted. From the fall to winter semesters, increased social support from friends, but not from family, predicted improved adjustment. Decreased stress predicted improved overall, academic, personal-emotional, and social adjustment. Increased global, academic, and social self-esteem predicted decreased depression and increased academic and social adjustment.\textsuperscript{86}

Investigators studied an effect of structured student tutorial support on student stress, self-esteem and coping at School of Health Science, University of Wales in UK using quasi-experimental design with control group. A total of 50 subjects were randomly selected and assigned to experimental group (n = 25) and control group (n = 25). The data was collected by using: the Student Nurse Stress Index (Jones 1997), the Self Esteem Scale (Rosenberg 1965) and a Linear Analogue Coping Scale (Gammon 1998). The results indicated a significantly lower level of stress in the experimental group (t= 3.85) and a significantly higher self-esteem (t = 4.11). It was also proved that the students provided with structured tutorial support perceived they coped more effectively with their studies (t = 4.65, p = 0.001). The study concluded that structured tutorial support had reduced students’ stress, promoted self-esteem and facilitated more effective coping.\textsuperscript{87}

The stress experiences of Diploma student nurses in a large Dublin Teaching Hospital. A questionnaire was used and explored five specific constructs pertinent to student nurse stress. These included clinical stress, academic stress, coping, emotions
and personal factors which assist student nurses during periods of stress. Findings showed that examinations, the level and intensity of academic workload, the theory-practice gap and poor relationships with clinical staff were the leading stressors identified. Emotional reactions; students adopted short-term emotion focused coping strategies when attempting to deal with stress. A sense of achievement, and determination, were personal factors, which assisted students to continue in the event of stress being present. The provision of adequate support services from a clinical and academic perspective, a lecture-practitioner model of education delivery, and curriculum changes which focus on developing student self-awareness skills were the recommendations of the study. 88

Incorporation of new measure of individual differences in self-control into two large investigations of a broad spectrum of behaviours among college students was the main aim of the researcher. The new scale to assess self-control was constructed for this study and it showed good internal consistency and retest reliability. Higher scores on self-control correlated with a higher grade point average, better adjustment (fewer reports of psychopathology, higher self-esteem), less binge eating and alcohol abuse, better relationships and interpersonal skills, secure attachment, and more optimal emotional responses. Tests for curv-linearity failed to indicate any drawbacks of so-called over control, and the positive effects remained after controlling for social desirability. Low self-control is thus a significant risk factor for a broad range of personal and interpersonal problems among adolescents. 89

A study explored the relationship between nursing students’ perceived faculty support and their retention. The 458 associate degree nursing students who participated were categorized according to their persistence—those who had persisted continuously throughout a nursing program, those who had withdrawn voluntarily at
some time during a program, and those who had been required to withdraw because of academic failure by using Perceived Faculty Support Scale, developed by the researcher for this study. Faculty support revealed two factors—psychological support, directed at promoting a sense of competency and self-worth, and functional support, directed at the achievement of tasks to reach the goals of persistence and academic success. Analysis of variance revealed that students who reported greater perceived faculty support were more likely to persist throughout a nursing program than students who withdrew either voluntarily or because of academic failure. To promote retention of nursing students, faculty need to provide the caring atmosphere of a mentoring relationship and direct assistance to facilitate student learning. 

A publication described on the effects of coping behaviours on Perceived stress and physio-psycho-social status of nursing students during their initial period of clinical practice at National Taiwan University, using descriptive research design on 561 nursing students who had completed their initial clinical practice. Three measurements, including Perceived Stress Scale (PSS), Physio-Psychosocial Response Scale (PPSRS), and Coping Behaviour Inventory (CBI), were adopted. Results showed that stress for these students came mainly from the lack of professional knowledge and skills as well as caring of patients. The most common response to stress was social behavioural symptoms. Staying optimistic had a positive main effect, which reduced the occurrence of physio-psycho-social symptoms and improved physio-psycho-social status. Finally, problem-solving behaviour also had a positive main effect, while avoidance had a negative main effect, which deteriorated physio-psycho-social status. This study has important implications for nursing educators in helping their students to overcome stress during clinical practice.
SECTION D: Literature related to Academic Achievement

Nursing is often regarded as a female-dominated profession. Many nursing curricula are received by mainly female students. It is uncertain how male students behave in this environment of nursing education in hospitals and universities. This article aimed to review gender differences in the academic and clinical performances of undergraduate nursing students. Design: A systematic review was assessed and different themes were extracted by inductive approach. Data Sources: A search strategy was carried out for the period 2006-2011 utilising six computerised databases: Academic Search Premier, CINAHL, ERIC, MEDLINE, Science Direct, and the Wiley Online Library. Review Methods: Research studies were included and screened by the Preferred Reporting Items for Systematic Reviews and Meta-Analyses guideline. All articles in English in accordance with the aim of the search were selected and relevant results were abstracted and thematised. Fifty-five articles were included. Five themes were generated from the literatures, including the differences of academic, clinical, psychological, nursing profession identity and health concept between male and female nursing students. Results showed that both genders performed similarly in different aspects. Most studies revealed that the clinical placement satisfaction of male students was similar to that of female, despite the negative experiences the former faced during obstetric placement. Further research is needed to examine the gender differences in studying and make changes in the nursing curricula to accommodate with male students.92

There has been a rapid growth of private medical colleges with wide disparity in student performance. This study tried to identify the weak performers and their difficulties early in the academic year among 57 male and 78 female first year MBBS students. Questionnaire on factors that may affect performance, the marks scored and
their attendance were analysed. There was significant difference in marks with respect to attendance (One way ANOVA. F statistic was 7.8 with p <0.01). Multiple group comparison showed there was significant difference only between students with good and poor attendance (p<0.01). 76.1% of the students with good, 71.4% of the students with moderate, but only 42.1% of the students with poor attendance could score more than 75% marks. (p<0.05). Two independent sample t test showed that females (p<.01) scored better marks. The odds ratio was highest for females over males. Multiple linear regression showed only female gender (p<0.001) and English comprehension to be significant predictors of performance (p<0.05). It emphasizes early identification of the difficulties of the weak performers.  

A correlation study on creativity, study habits, self-esteem and academic achievement of adolescent school students. Study used a systematic random sample of N=380 from 61 school population and collected data using Creativity scale (Animasahun 2007), Study-Habits Inventory (Bakare (1977) and Self-esteem scale: (Akinboye 1985), for academic achievement prior two years English and Mathematics average marks taken for correlation. Results revealed (creativity has an R 2 value of .002, study habit has an R 2 value of .009. self-esteem has an R 2 value of .001 while academic achievement has an R 2 value of .00") that study habit is significantly correlated to academic achievement than either creativity or self-esteem because it explains 0.9% of the variations in the dependent variable. This indicates that study habit is a better predictor of academic achievement of students than their creativity or self-esteem. 

A systematic survey research aimed to determine if academic self-concept and motivation of students can predict the level of academic achievement in all four year undergraduates. The sample 190 was selected by means of convenience sampling and collected data using ‘Academic Motivation Scale’ (Vallerand, et.,a 1992), ‘Self-
description questionnaire (SDQ-lll) for late-adolescents and young adults (Marsh 2010) and the academic achievement of the sample are the results of the respondents’ final examination in November 2010 in their main subject. The empirical investigation revealed that there was a nil significant correlation between academic self-concept and academic achievement in the first and fourth year students. Also there was a positive correlation between academic self-concept and academic achievement in the second and third year students.95

A longitudinal study on the impact of term-time paid work on academic performance in nursing students using descriptive, correlational survey with longitudinal follow-up of 566 first year nursing students who were surveyed in the second semester of their Bachelor of Nursing program, 182 students (32%) completed the follow-up survey in year 3. There was an inverse relationship between mean hours in paid work during term-time and nursing students’ GPA in their final year. Taking into account demographic factors, the mean hours spent in paid work during term time had a negative impact on nursing students’ GPA (p < 0.001) and concluded that, new models of undergraduate nursing education be explored to include faculty approved nursing-related employment with defined opportunities for learning. This would accommodate the dual roles of undergraduate nursing students as students and employees and therefore not endanger their academic performance. The study concluded that school managers and lecturers should be aware of the fact that more task oriented approach might have been required to fulfil the learning needs of students. However, this study fell short while generalizing the result to all the student nurses in Turkey and explaining in detail the reasons for leaving since it examined the student files only in one school.96
An integrative literature reviewed on factors influencing among 138 nursing students' academic, clinical performance and attrition in the University of Newcastle, Australia. A validated appraisal checklist was used for conducting integrative reviews. Studies were categorised according to their impact on academic progression, clinical progression and attrition. Out of forty four studies, few studies only explored factors that impact on students' clinical performance. In these reviews the four categories that potentially impact on nursing students' academic performance and attrition were: demographic, academic, cognitive and personality/behavioural factors. Further the review found that, students' academic performance is affected by many factors including: age, gender, English as a second language, employment status, and admission qualification, within program performance, critical thinking skills, and personality, self-efficacy and academic engagement, but were not explored in relation to attrition. The absence of research on the factors that impact students' clinical performance is a concern and considering the practical nature of nursing is an area that clearly requires immediate exploration.

An investigator surveyed from 600 samples, consisted of 325 boys and 275 girls randomly selected students of which 300 from rural and 300 from urban, on the Influence of study habits, self-concept on academic achievement of boys and girls at Dharwad rural and urban schools. Tools used were Self Concept Scale developed (Singh and Singh; 1988), Modified Study Habits Inventory developed (Patel, 1976) and Academic achievement- average grades of two previous years. Results showed that boys and girls did not differ significantly on self-concept (the ‘t’ value 1.75) and on academic achievement (the t-value 1.26). The correlation coefficient between study habits and academic achievement was significant between reading and note taking habit (r=0.127**), habits of concentration (r=0.157) and preparation for
examination (r=0.130**) had significant correlation with academic achievement (r=0.16) at p<0.01 level. However, other study habit dimensions like home environment & planning of work, planning of subjects, general habits & attitude and school environment had non-significant. Positive self-concept is always adjusting with changes that take place in the home or school.98

Investigator studied the relationship between study habits, test anxiety and science achievement among 124 adolescents at higher secondary school at Lagos in Nigeria. Data was collected using modified Study Habits Inventory (Bakare, 1977), Achievement Anxiety Test (Alpert – Haper, 1960) and science Achievement was measured by calculating the average score secured in Biology, Chemistry and Physics subjects. Results revealed that males have higher mean scores on five sections of study habits: - Home work and assignments, Time allocation, Reading and Note-taking, Concentration and Writing work; while the females were higher on three sections – Study Period Procedures, Examinations and teachers consultation. With respect to the study habit there was a significant positive correlation with science achievement for both males and females. Science achievement has a significant negative relationship with debilitating anxiety for both male and female students. A program on good study habits will definitely reduce the amount of debilitating anxiety. It is important to engage them in conscious systematic training to improve their study practices.99

The relationships among study habits, test anxiety, achievement, motivation, and academic success were investigated in a Turkish tenth grade high school sample consisting of 510 participants, 267 (52.4%) of whom were females and 243 (47.6%) were males. The data were collected by the Turkish version of Test Anxiety Inventory (TAI), Study Habits Inventory (SHI) and Self Evaluation Inventory (SEI). Students’
GPA was accepted as the indicator of their academic success. Small but significant correlations were found between the worry subscale of TAI scores and academic success ($r = -0.18$, $p < 0.01$), and between the Study Habits Scale scores and academic success level ($r = 0.15$, $p < 0.01$). A positive relationship between study habits scores and achievement motivation level ($r=0.39$, $p < 0.01$) was found. Gender, worry subscale of TAI and study habits predicted academic success in general. No correlation was observed between achievement motivation and academic success. Test anxiety and study habits were associated positively with academic success and there was no association with achievement motivation. Females were significantly higher in test anxiety scores as consistent with the literature. The results were discussed in the light of the literature.100

A study on Stressors, Academic Performance, and Learned Resourcefulness in Baccalaureate Nursing Students, at Greensboro, U.S, using explanatory correlational study on 53 baccalaureate nursing students (50 juniors, 3 seniors, 94.3% enrolled full-time, and 92.5% female). Tools used were Gadzella’s Student-life Stress Inventory (SSI) and Rosenbaum’s Self Control Scale (SCS) to explore learned resourcefulness, stressors, and academic performance in 53 baccalaureate nursing students. High levels of personal and academic stressors were evident, but not significant predictors of academic performance ($p = .90$). Age was a significant predictor of academic performance ($p = < .01$) and males and African-American/Black participants had higher learning resourcefulness scores than females and Caucasians. Studies in larger, more diverse samples are necessary to validate this findings.101

A researcher studied the factors associated with nursing students' academic success or failure at Italy with 117 students enrolled in chosen academic year on two
different bachelor's courses. Only 81 of the 117 students were considered (69.2%) and completed their course in three years. The result identified the factor determining academic success and failure was a good results in the entry examination. For the bachelor's degree in nursing sciences were associated with academic success (OR 4.217, IC 95% 1.501–11.84) and family commitments were associated with academic failure (OR 0.120, IC 95% 0.03–0.471). Academic failure has a strong impact on students, their families, the teaching faculties and the community, and its prevention is a challenge placed in the countries’ education and evaluation systems and the nurse educators’ hands.102

An investigation made reviews on academic success of nursing students and their motivational factors at Kent State University, USA with aim of internal versus external motivation can be one predicator of success in higher education. Literatures revealed that nursing students’ motivation has been positively related to learning outcomes, and positive learning outcomes have been correlated with increased retention in higher education. It is also evident from the reviews that, many factors that impacted retention rates of students in nursing programs till their course completion, such as intelligence, socioeconomic issues and personal issues played a role in this academic success. However, it is essential to consider how a student's motivational preference plays a role in his or her success. There are many more factors need to be explored. This study indicates that the Nurse educators need to identify the motivating factors that encourage positive outcomes and increase retention among nursing students.103

A researcher traced the reasons for student nurses leaving the course at Antalya School of Health in Turkey using descriptive and retrospective design. The data were obtained by examining the automation records system with the decisions of
the board of directors from student files. Analysis of the students’ records revealed that 7.6% of those registered for nursing course left the school. The findings of the study concluded that students, especially with lower academic achievement, left school generally in the first year of their education.104

A study examined the association between academic and non-academic variables and academic success of diploma nursing students in Pakistan using exploratory approach on 628 students. Data were collected from the academic records of a cohort. Multiple linear regression was used to identify the predictive association between certain academic and non-academic factors and academic success of the students. Results indicated that academic factors including pre admission qualifications, previous academic performance, academic performance in year one, academic performance in year two and type of school are significantly associated with the academic success of the students. Among non-academic factors, gender and place of domicile were found to be significantly associated with the academic success of the students.105

A study interested on adolescent student nurses: implications for retention in London. The study revealed that Students on child branch programmes tend to be younger than those joining other branches. There appear to be issues that are specific to younger nursing students that could have an impact on student retention. In this article, young student nurses (under 21 years of age) are viewed as late adolescents. Issues that may impact on retention are explored including: identity development, transition to university life, adolescents as learners and coping strategies and support. Younger children's nursing students also face the specific challenge of nursing adolescents not much younger than themselves. Educationalists need to be mindful of the differing needs of students across the age range, especially younger students.
who are immersed in the transitions to adulthood and the sometimes difficult times encountered when exploring their personal identity as well as their university identity.106

A descriptive study on 224 nursing students assessed their health-promoting lifestyle profile and correlated it with the levels of enrolment in nursing courses and academic performance. The health-promoting lifestyle profile was measured by Walker's Health-promoting Lifestyle Profile II instrument. Academic performance was measured by assessing the nursing grade point average and general grade point average of the students. The students had positive health-promoting lifestyles with significant differences noted between males and females in the overall profile, physical activity, interpersonal relations, and stress management. Socio-demographic variables, such as age, nationality, and marital status, but not income, showed an association with students' health-promoting lifestyles. A significant correlation was noted between students' nursing enrolment and level of health responsibility. No significant correlation was established between a health-promoting lifestyle and academic performance. This study poses a challenge for nurse educators to provide an effective environment to maximize students' potential to be future vanguards of health.107

A research linked academic performance with individual differences and class attendance. Considering sample of N = 338 and measured subjects’ verbal ability, the five-factor model; GPA, academic goals, and study behaviours; exams, attendance, and independent projects completed. Whereas individual differences (ability, traits) are not controllable by students, students can control their attendance, study and work. Investigators sought to determine the extent to which “control” and “no control” variables predict academic performance. The relationship between low-ability peers’
attendance and exam performance were negatively correlated, whereas high-ability students’ attendance and their exam performance were positively correlated. Attendance was best accounted for GPA, study and work.\textsuperscript{108}

A study focused on predictors of academic performance in a cohort of 154 pre-registration nursing students at University of Dundee in U.K. Statistical analysis demonstrated that students with higher level entry qualification performed consistently better than those with lower level qualification. Over the age group of 26 years achieved better average marks in coursework and examinations than their younger classmates. Students’ 1\textsuperscript{st} year performance predicted their year 3 performance. The students’ attendance showed an impact on their academic performance that there was a significant correlation between high absenteeism and poor academic achievement. The findings highlighted interesting issues for nurse educators to pay attention to academic problems of student and need for support particularly in first year, selection of the most suitable candidates, absenteeism monitoring, and curriculum design and evaluation systems.\textsuperscript{109}

This qualitative study utilised interviews with 22 Indigenous students enrolled in undergraduate nursing degrees across Australia, to explore the challenges they faced and uncover the strategies they had found helpful to their progress in the course. The findings indicate that students are challenged by financial hardship, staff insensitivity to cultural issues, discrimination, lack of Indigenous mentors, poor study skills, lack of adequate educational preparation, lack of resources, and ongoing family commitments. Strategies identified as particularly helpful to tenure within the course include specific Indigenous support units, adequate financial support, interested academics, Aboriginal Tertiary Assistance Scheme (ATAS) tutors, support from family and friends, and support from other side.\textsuperscript{110}
A comparative study identified the medical students’ academic failure and their educational environment that they perceive differently from students who are succeeding academically in order to design intervention strategies at Kasturba Medical College, India. The Dundee Ready Educational Environment Measure (DREEM) was administered to 508 of sample studying in the clinical years. The findings revealed that majority of the under achievers rated educational environment in the institution as average. The overall mean score was significantly higher for academic achievers. Compared to under-achievers, academic achievers scored significantly higher on perceptions regarding teachers, academic atmosphere and social self-perceptions. In addition to this, the overall rating of female students was significantly less compared to males in the academically vulnerable group. The study concluded that, perceptions of poor performers are significantly different from those of better performers. More importance should be given to the perceptions of students to improve the educational environment, as perceptions are associated positively with learning outcome, learning approach and attitude toward studying.\(^{111}\)

**Summary of the reviews**

With regard to self-esteem of an adolescents and adolescent nursing students, the reviewed studies showed that there was a high level self-esteem among nursing students\(^ {37, 86}\), and low or average levels of self-esteem among nursing students.\(^ {39, 43, 50, 77}\).

With regard to the study habits of students, the reviewed study evidences concluded that majority of nursing students had good study habits\(^ {54}\) and self-directed learning readiness.\(^ {55}\)
With regard to adjustment, the reviews revealed that student nurses had above average\textsuperscript{73} and average\textsuperscript{70} level of professional adjustment also coping was found to be much lower.\textsuperscript{77} Psychological distress \textsuperscript{85}, recent life experiences\textsuperscript{72}, academic stress\textsuperscript{74\&77} \textsuperscript{78} and English language proficiency were the strongest predictor of socio-cultural adjustment. \textsuperscript{81,83\&97} Increased social support from friends\textsuperscript{86} and structured tutorial support had reduced stress, promoted self-esteem and facilitated more effective coping.\textsuperscript{87} Studies suggested that student need campus support\textsuperscript{63} and facilitators’ supervision in clinical experiences for good adjustment\textsuperscript{76 \& 91} and it indicated highly need for an organized guidance and counselling services in each institutions.\textsuperscript{74}

With regard to academic achievement students’ Health promoting lifestyle\textsuperscript{107}, attendance\textsuperscript{10 \& 109} educational environments in the institution\textsuperscript{111} and their academic performance were positively correlated. There was a significant correlation found between academic self-concept and academic achievement among students.\textsuperscript{95}

It was observed from the overall reviewed scientific literatures in the present study work that there were few studies conducted on nursing students’ study habits and academic performance especially in India. None of the researches attempted to survey the self-esteem, study habits, adjustment and academic achievement variables in a single study either on nursing adolescents’ students or adolescent college going students.

Intensive literature search for the present study helped the researcher to find out an appropriate and standardized tools and significant socio demographic characters needed to be added in the socio demographic data sheet. Literature review work extended the researcher’s understanding on various directions of the study variables taken for this present study.