Effect of Faculty Support, and Nursing Students' Self Efficacy, and Affective Commitment on Their Academic Achievements

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Abstract: Nursing students enter a highly competitive job market upon graduation. So, to obtain and maintain employment it has become more important than ever to ensure that nursing students are academically successful. **Aim**: The present study aims to examine the effect of faculty support, nursing students' general self efficacy, affective commitment, and barriers to Success on their achievements at Faculty of Nursing - Mansoura University. **Methods:** The study was conducted at the Faculty of Nursing at Mansoura University. The total sample 365 of all academic years nursing. Four tools were employed in this study, Perceived Faculty Support Scale, General Self Efficacy Scale, Affective Commitment Scale, and, the forth Tool divided into parts: Barrier to Success Scale and Student Achievement. **Results:** The major findings of this study indicated that there was a statistical significant positive correlation between faculty support, self efficacy, affective commitment on student achievement and there was a statistical significant negative correlation between barrier to success and their achievement. Also, statistical significant difference for the four years nursing students perception regarding all the variables. **Recommendation**: Faculty staff should assess levels of support that nursing students experience during each semester and should know the general self-efficacy during their course work. Faculty staff should engage their students in such differential teaching pedagogies as cooperative learning assignments, pre and post assessments for segments of courses, and frequent options for direct one to one consultations.[El–Tahra Elsayed Abo Habieb, Ahlam Mahmoud El –Shaer, Wafaa Ismail Shrief and Neamat Mohamed Elsayed. **Effect of Faculty Support, and Nursing Students' Self Efficacy, and Affective Commitment on Their Academic Achievements.** *Life Sci J* 2013;10(3):2707-2716]. (ISSN: 1545-1003). http://www.lifesciencesite.org. 390

Introduction

Nursing education in Egypt has recently undergone tremendous changes in response to the requirements of the National Quality Assurance and Accreditation Committee. In 2003, the Ministry of Higher Education, which is responsible for the overall education system in Egypt, placed a great emphasis on improving the quality of academic programs and the quality of graduates. In response to the new requirements for improving the quality of higher education, Faculty of Nursing at Mansoura University initiated a quality assurance project in 2004. One of the main objectives of the project was to establish an internal quality assurance system (**El-Nemer and Kandeel, 2009**). That means faculty support to students' success, as well as nursing students' self efficacy, and positive high affective commitment which was a primary influence nursing students' achievement academic success. This aimed to improve teaching and learning strategies as well as evaluation methods for nursing students and above all quality of nursing graduates **(Junious, 2008).**

Nursing faculty support that result from teacher-student interactions and support provided by faculty to students (**Al-Hussami *et al.,* 2011**). This interaction is an existing key concept in nursing which may be helpful in professional socialization of student nurse. The encouraging of student and faculty contact has generally been considered one of the good practices of undergraduate education. Although student faculty interaction is only one of the components of a plan to improve degree of achievements, confronting the challenge of the relations of students with their faculty members outside the classroom may assist institutions of higher education in meeting their challenges (**Betlehem, 2011**). Also, the nursing faculty provides supports through helping with problem identification, providing academic facilities and psychological support that promotes a caring environment which contributes to student success. Furthermore, instruction support such as unambiguous directions for all assignments, receptiveness to adjusting lessons, and the ability to deal with students (**Junious, 2008**). On the other hand, faculty staff plays a vital role in a successful college experience. During this process, both the student and the staff contribute to its academic success through collaboration, mutual

respect, and focus on the task of achieving educational goals **(Wold *et al.*, 2010).**

Regarding general self-efficacy it is the global condense in one's coping ability across a wide range of demanding or novel situations. It influences an individual's thought patterns and emotional reactions. General self-efficacy aims at a broad and stable sense of student competence to deal effectively with a variety of stressful situations (**Hallum, 2008**). As a consequence, self-efficacy beliefs can powerfully influence the level of student academic achievement (**Kim, 2005**). Self-efficacy can be enhanced by four sources of information: enactive mastery experience, vicarious experience, verbal persuasion, and physiological state. An enactive mastery experience is the experience of completing an activity successfully, which will increase the self-efficacy related to the activity. Observing others succeed or fail in an activity is the vicarious experiences. Getting encouragement, reassurance, or motivational speeches is the verbal persuasion and finally, reducing psychological signs of anxiety can further enhance self-efficacy is the physiological state (**Pajares, 2002**).

Affective commitment is vital for nursing student's academic achievement, it is present when a student feels an emotional attachment to faculty, identifies with it, stays because he/she wants to and involvement in the nursing program. Also, it is considered the central to development and maintenance of faculty-student relationships (**Kaptijn, 2009**). Affective commitment has been considered an important determinant of dedication and loyalty **(White, 2010**). Students' commitment to nursing program has been shown to demonstrate an increase in the student's ability to achieve, increase the quality of student performance and enhance their academic achievement (**Farajollahi & Moenikia, 2010**). As well as, Affectively committed student are seen as having a sense of belonging and involvement in the faculty activities, their willingness to pursue the organizations goals, and their desire to remain with the faculty. Furthermore, feelings of satisfaction that motivated students to perform better. In contrast, low commitments lead to low motivation; dislike studying, lake of interest toward educational process, in turn considered the important reason for academic barrier or failure **(Lee, 2011).**

Effective faculty for nursing management is considered a crucial factor for determining barrier of success or failure of any educational process. Barriers to success viewed in physical as well as structural sense. But, more than that, it is viewed in the curriculum, the pedagogy, the examination and the faculty approach. Unless these unseen barriers are taken care of, access to all students and an assurance of success to all would remain a far cry. Barriers to success refer to a general lack of quickness in understanding nursing concepts (**Gardner, 2003**). Many barriers effect or impaired the success of nursing students. These barriers include feelings of alienation and loneliness, racism in nursing curricula and textbooks, faculty perceptions about lack of student ability, and biased performance evaluation (**Gardner, 2005**). This barrier consequently affecting on students academic achievements.

Nurse educators everywhere are in a powerful position to enhance nursing student achievement. Academic achievement is the student grade for the last nursing program. It has been described and operationalized in a number of different ways. Grade point average and class standing are frequently used as measures of academic achievement or success (**Henle, 2007**). Many factors contribute to the success of nursing students in their program. These factors are faculty support, general self-efficacy, affective commitment to an educational program and barrier to success has been found to influence academic success **(Raman, 2010).** So**,** this study may help academic staff to gain insight into their nursing students' general self-efficacy, commitment to the nursing program, barriers and faculty support to overcome these barriers. Academic staff may reflect on adapting a variety of teaching approaches for all nursing students, keeping in mind the unique attributes of each student.

Research design

Descriptive design

Research questions

In this study were answered the research questions through analysis of data collected from the nursing students these questions were:-

- What are students' perceptions for faculty support, general self efficacy, and affective commitment to the nursing programs?
- What are barriers to success that perceived by nursing students?
- What are the relationships that exist among students' attitudes of faculty support, general self efficacy, affective commitment, barriers to success and their relations to academic achievement?

The subject studied and methodology followed in carrying out this study will be described under technical, operational, administrative, and statistical design.

Technical design

The technical design involves the study setting, subject, and tools of data collection.

Study setting

The study was conducted at the Faculty of Nursing at Mansoura University.

Subjects

The total students 365 of all four years of nursing students at Faculty of Nursing at Mansoura University. Representative sample were used by using epidemiological information version 6 static. Subdivision program for WHO to determine sample

size with total population 1394 at 2011-2012 and percentage of success rate different faculty from > 50% to 55% at power 80% and confidence interval 95% . The total sample equal 365 subject distributed proportionally at four years of nursing students **(Munor *et al.*, 2002).**

$$\text{The total sample} = \frac{\text{Number of academic year}}{\text{Total number of all four years of nursing students}} \times 365$$

$$\textbf{First year nursing students} = \frac{300}{1394} \times 365 = 79$$

$$\textbf{Second year nursing students} = \frac{392}{1394} \times 365 = 60$$

$$\textbf{Third year nursing students} = \frac{477}{1394} \times 365 = 101$$

$$\textbf{Fourth year nursing students} = \frac{496}{1394} \times 365 = 125$$

Data were collected by using four Tools

Tool one include two parts:

Part 1: Demographic characteristics: of nursing student name, academic year, family income, age, sex, marital status.

Part 2: **Perceived Faculty Support Scale (PFS)** developed by **Shelton (2000)**. It assesses students' perception of the support received from the faculty in their nursing program. It categorize into:- Psychological support included twelve items, (1-12) and Functional support included twelve items, (13-24). Response to items was measured on four point likert scale 1-4 ranging from strongly disagree to strongly agree.

Tool 2 General Self Efficacy Scale developed by **Schwarzer & Jerusalem (1995)**. It assesses a general sense of perceived self-efficacy. It consists of 21 items. Response to items was measured on four point likert scale 1-4 ranging from strongly disagree to strongly agree.

Tool 3 Affective Commitment Scale developed by **Meyer & Allen (1997).** It assesses affective commitment of nursing student to nursing program. It consists of 9 items. Response to items was measured on four point likert scale 1-4 ranging from strongly disagree to strongly agree.

Tool 4 divided into two parts**:**

Part 1: Barrier to Success Scale developed by **Condon (1996).** It assesses academic success and

barriers of success. It consists of 66 items and modified to 65 items according to expert opinion. It categorize into: - academic integration included thirteen items, individual characteristics included nineteen items, environmental factor included eighteen items, social integration included fifteen items. These items rearranged in the tool randomly, and response to items was measured on four point likert scale 1-4 ranging from rarely to almost always.

Part 2: Student Achievement it contains student final score. The form contains student name and grade. Students score ranging from excellent to fail.

Scoring system

Excellence from 85% -100%

Very good from 75%- 84%

Good from 65%-74%

pass from 60%-64%

Fail < 60%

1. **Operational design:**

    The operational design for this study included three stages, namely a preparatory phase, a pilot study, the field work.

Preparatory phase:

All tools: Perceived Faculty Support Scale, General Self Efficacy Scale, Affective Commitment Scale, Barrier to Success Scale and Student Achievement were translated into Arabic and tested for validity by 5 experts from nursing administration department from faculty of nursing Mansoura University, Tanta

University, Alexandria University, Helwan University, Cairo University. The experts asked to answer on four point likert scale ranging from strongly relevance = 4 to strongly not relevance = 1.

Pilot study:

A pilot study was carried out on 37 of the nursing students to ensure clarity and relevancy of tools. Some questions were revised, deleted and rearranged to be easily understood and simple related words were used. The pilot study not included in the study sample.

Field work:

Data collected phase: The data were collected from the four years of nursing students at academic years 2011/2012. The data collected to find the relationship among nursing faculty support, nursing students' general self efficacy, and affective commitment, barrier to success and their relations to academic achievement.

The researcher was distributed the tools: Perceived Faculty Support Scale, General Self Efficacy Scale, Affective Commitment Scale, and Barrier to Success Scale to the students after clear the purpose of the study. The time needed to complete the tools were 30-40 minutes for collecting data from nursing students.

The nursing students recorded the answers in the presence of the researcher to ascertain all questions were answered. The data of four tools was collected over period of three months started from February2012. Tool of Student achievement was collected by researcher from control room at the end of final written examination from August 2012 to September 2012.

2. Administrative design:

An official permission was obtained from the dean of Mansoura Faculty of Nursing by approval of the protocol.

Ethical consideration:
-   Ethical approval was obtained from the research ethics committee of faculty of nursing, Mansoura University.
-   An informed consent for participation in the study was secured from all of the study subject. Participation in research is voluntary. Each student may decide to stop completing the surveys and withdraw from the study at any time without consequence which affected their grads.
-   Confidentiality of the collected data was maintained.
-   Privacy of the study sample was assured

Statistical analysis

Data was carried out through organized, categorized, computerized, tabulated and analyzed using SPSS

software version 15, using one way ANOVA, qualitative, quantities approaches. Statistical presentation and analysis of the present study data was conducted using means, standard deviation, frequencies and Chi - square.

3. Results

Table (1) shows the demographic characteristics of nursing students at faculty of nursing in Mansoura University. The majority of first year students (74.7%) were female, 92.4% in aged group 19 years, social status of them (98.8%) were single and family income (86.07%) were moderate. Regarding second year students, high percent of them 65% were female, 76.6% in aged group 20 years, majority 91.7% of social status were single and 88.3% were moderate family income. Also, third year students, the most of them 80.1% were female, 56.4% in aged group 20 years, high percent (94.1) of social status were single and family income (87.12%) were moderate. Regarding fourth year, all student (100%) were female, majority of them in aged group were 21years, social status (81.6%) were single and 79% were moderate family income.

Table (2) shows mean and standard deviations of faculty support self efficacy, affective commitment, and barrier to success as perceived by the four years nursing students. The table revealed that the total means score of faculty support were (72.53±12.29), with maximum score 96% and minimum score 24%. The mean score of students, self efficacy were 65.57±8.09; with maximum score were 88.00% and minimum score 22%. Regard affective commitment the mean score of students, 26.71±4.13, with maximum score were 36.00% and minimum score 12.00%. While barrier to success the highest mean score was (46.20±8.64) observe for individual characteristics as barrier to success with maximum score 70%, followed by environmental factor (42.69 ±6.57) with maximum score 68%. While, academic integration as barrier to success had the lowest mean (12.00, 25.19 ±4.58) with maximum score 55%.

Table (3) shows four year nursing students' perception of faculty support, nursing students' self efficacy, affective commitment and barrier to success. The table revealed that statistical significant difference between four years students at <0.05 regarding all the variables. The first year students had high mean scores regard faculty support, nursing students' self efficacy, affective commitment and barrier to success, while fourth year student had low mean scores with the same variables.

Table (1) Demographic characteristics of the nursing students at faculty of nursing in Mansoura University

Demographic characteristics		The four years nursing students							
		First year **(79)**		Second year **(60)**		Third year **(101)**		Fourth year **(125)**	
		No	%	No	%	No	%	No	%
Sex	male	20	25.3	21	35.0	20	19.9	0	.0
	female	59	74.7	39	65.0	81	80.1	125	100.0
Age in year	≤19	73	92.4	12	20.0	16	15.8	0	.0
	20 -	5	6.3	46	76.6	57	56.4	37	29.6
	21 -	1	1.3	2	3.4	28	27.8	81	64.8
	≥22	0	.0	0	.0	0	.0	7	5.6
Social status	Single	78	98.8	55	91.7	95	94.1	102	81.6
	Married	1	1.2	5	8.3	6	5.9	23	18.4
Family income	High: > 2000 LE	7	8.8	1	1.6	3	2.9	14	11.2
	Moderate: < 2000 LE	68	86.07	53	88.3	88	87.12	95	79.0
	Low: <1000 LE	4	5.06	6	10.0	10	9.9	16	12.8

Table (2) Mean and standard deviations of faculty support, self efficacy, affective commitment, and barrier to success as perceived by the four years nursing students

Variables	Total subject n =(365)		
	Minimum	Maximum	Mean ±SD
Faculty support Psychology Support	12.00	48.00	36.42±6.22
Functional support	12.00	48.00	36.11±6.57
Total	24.00	96.00	72.53±12.29
Self efficacy	22.00	88.00	65.57±8.09
Affective commitment	12.00	36.00	26.71±4.13
Barrier to success Academic integration	12.00	55.00	25.19 ±4.58
Environmental factor	19.00	68.00	42.69 ±6.57
Individual characteristics	18.00	70.00	46.20 ±8.64
Social integration	15.00	56.00	29.89 ±6.78
Total	65.00	226.00	146.44 ±21.09

Table (3) The Four years nursing students' perception of faculty support, nursing students' self efficacy, affective commitment and barrier to success

Variables	The Four years nursing students (**n = 365**)	Mean ±SD	*P*
Faculty support	First year **n = 79**	80.00±9.50	0. 00***
	Second year **n=60**	73.77±12.36	
	Third year **n =101**	70.91±7.08	
	Forth year **n =125**	34.67±13.51	
Self efficacy	First year	67.41±7.35	0.012*
	Second year	67.05±8.20	
	Third year	65.17±9.05	
	Forth year	64.03±7.36	
Affective commitment	First year	28.73±3.66	0. 00***
	Second year	26.62±4.19	
	Third year	26.05±4.17	
	Forth year	26.00±3.99	
Barrier to success	First year	152.20±22.56	0. 00***
	Second year	151.07±18.16	
	Third year	147.86±22.21	
	Forth year	139.43±18.66	

*Significant at <0.05;   *** Highly significant at <0.01

Table (4) Total relationships between faculty support, nursing students' self efficacy, affective commitment, and barriers to success on academic achievements of students (n = 365).

Variables	Grade	Mean ±SD	*P*
Faculty support	Excellent	74. 73±12.92	
	Very good	71.78±13.23	
	Good	72.05±11.76	0.437
	Pass	70.7±10.6	
	Fail	69.27±18.44	
Self efficacy	Excellent	65.88±8.62	
	Very good	64.93±7.79	
	Good	65.51±7.10	0.398
	Pass	67.95±10.60	
	Fail	69.00±10.46	
Affective commitment	Excellent	27.30±3.87	
	Very good	26.79±4.22	
	Good	25.87±3.97	0.164
	Pass	26.50±4.90	
	Fail	28.00±4.90	
	Excellent	149.58±22.84	
	Very good	145.67±21.52	
	Good	144.39±17.75	0.516
	Pass	146.65±23.66	
Barrier to success	Fail	144.86±18.97	

*significant at <0.05

Table (5) Correlation coefficient between faculty support, nursing students' self efficacy, affective commitment and barrier to success on academic achievements of four students' year

Variables	First year n = 79		Second year n=60		Third year n =101		Forth year n =125	
	R	*P*	R	*P*	R	*P*	R	*P*
Faculty support	0.037*	0.748	0.152*	0.246	0.060*	0.549	0.070*	0.440
Self efficacy	0.224*	0.048	0.047*	0.719	.060*	0.552	0.009*	0.923
Affective commitment	0.078	0.496	0.013*	0.920	0.059*	0.559	0.074*	0.411
Barrier to success	-0.008	0.941	-0.127	0.333	-0.050	0.620	-0.009	.922

Table (4) shows total relationships between faculty support, nursing students' self efficacy, affective commitment, and barriers to success on academic achievements of students. Relationship between faculty support, self efficacy, affective commitment , barrier to success and academic achievement of four year nursing students present but no statistically significant as evident by the students were accept and failed had low mean score regarding all variables.

Table (5) shows coefficient correlation between faculty support, nursing students' self efficacy, affective commitment and barrier to success on academic achievements of four students' year. The table revealed that statistical positive correlation between faculty support, nursing students' self efficacy and affective commitment on academic achievements and statistical negative correlation with barrier to success.

Discussion:

The present study revealed that there is relationship between nursing faculty support, self efficacy, affective commitment, academic barrier to success and academic achievement of the four years nursing students. But, no statistical significant was evident by the nursing students' grade were pass or fail who had low mean score regarding all variables. This result may be due to nursing students' academic achievement depends not only on the quality of the curriculum and classroom instruction, but also on the effectiveness of key out-of-class services that faculty staff have created to support nursing students' academic success: support programs that connect nursing students' with learning and sense of were nursing students' of direction that lead to high self efficacy and effective commitment and in turn remove any academic barrier to success.

In congruent with this result **Raman's (2010)** studied nursing students in an associate degree

nursing program in USA, to examined the nursing faculty support and nursing students' general self-efficacy, math self concept, affective commitment, and barriers to success and their relationship to academic achievement. He concluded that academic success of these nursing students are affected by factors such as: faculty support, nursing students' self efficacy, affective commitment.

Also, In a case study conducted at a nursing school in public universities in California, used a qualitative study of the barriers influencing the success of ethnically/racially diverse nursing students, **Gardner (2005)** found that nursing students identified certain qualities that supportive faculty should possess in order to promote success in nursing students: getting to know the nursing student personally, and treating the nursing student like an individual with wants, needs, and desires. The faculty staff should be encouraging, approachable, and make the students feel comfortable; be caring; show compassion; be available; and organized. On the other hand, result was disagreed with the present study **Frost's (2009)** examined causal attributions self-efficacy and perceived faculty support at university Rhode Island, found that faculty support and perceived self efficacy did not predict academic achievement.

In the present result study revealed that there was statistical positive correlation between faculty support and academic achievement. It is due to presence of faculty staff who listen to nursing students, give helpful feedback, provide assistance outside of the class, use vary teaching methods to meet their needs, demonstrate respect, correct without belittling them. As well as, faculty staff encourages nursing students to ask questions, present information clearly, clarify information that is not understood, provide study guidance, set challenging but attainable goals, and helpful in new situations.

On the same line of this study result **Raman's (2013)** studied the nursing student success in an associate degree program in a suburban area in the northeast United States, revealed that positive correlation between faculty support and academic achievement. Also, **Shelton (2003)** conducted a study to explore the relationship between perceived faculty support and nursing student retention in West Virginia university, found that the nursing students' perception of perceived faculty support may have created an atmosphere more conducive to academic achievement and encouraged students to persist. As well as, **Averill (2009)** studied the teacher-student relationships in diverse New Zealand: teacher care, found that perceived support from teachers have impact on academic achievement, interest in faculties, attendance, faculty belonging and self-esteem,

contributed most to the educational outcomes and goal attainment for the students.

The present result of the study revealed that statistical positive correlation between self efficacies and academic achievement. In the fact presence of quality assurance department in the nursing faculty placed a great emphasis on improving the quality of academic programs and the quality of graduates. As well as, faculty staff have insight toward nursing students' and reflect on adapting a variety of teaching approaches for all nursing students, keeping in mind the unique attributes of each nursing student. This may then lead to high self-efficacy.

The result of this study in the same line, with **Ergul's (2004)** study to determine the self-efficacy beliefs for distance education, achievement goals, and self-regulation abilities of students, and to suggest a relationship between these characteristics and academic success, who enrolled at Anadolu University's in Turkey, reported that self-efficacy positively correlated to academic achievement measures such as grades, scores on exams and seat work performances. As well as, he proved self-efficacy is a strong predictor of academic achievement.

Result of the study in the Faculty of Nursing, Mansoura University showed that positive correlation between affective commitment and academic achievements. It is due to nursing student feel proud to the faculty that develop their self-esteem, form affective bonds with the faculty, develop a sense of loyalty, nursing student's satisfaction, sense of belonging, impression of educational quality, willingness to attend the faculty, make efforts to perform better, and academic achieve.

Consistent with the result **Raman's (2013)** found that positive correlation between affective commitment and academic achievement. As well as, he proved that affective commitment is vital for nursing student's academic achievement, it is present when nursing student feels an emotional attachment to faculty. Furthermore, **Kargar's (2012)** studied the evaluation of organizational commitment of nursing students at Islamic Azad University in Pakistan, mentioned that when the nursing student had an affective commitment to the faculty, that one's emotional attachment can provide with a greater motivation to contribute to academic achievement.

There are negative correlation between academic barrier to success and nursing students' academic achievements among nursing students at faculty of nursing Mansoura University. this result may be due to the quality assurance system department at the end of the final examination measure nursing student satisfaction regard each course and compare this with academic achievement

and continuous improvement. This result matched with **Raman's (2010)** mentioned that barrier to success had no predictive value to students success as prescribed by grand point average. In contrary to **Raman's (2013)** found that positive correlation between barrier to success and academic achievements.

The present study result revealed that academic integration as barrier to success had the lowest mean score, while perceived individual characteristics as barrier to success was the highest mean score followed by environmental factor. As regard to the academic integration this result may be due to the students feel as value and cares, and diversity are accepted in the faculty that lead to motivate students to attended classes, clinical and labs on regular basis, participate in out of class intellectual activities such as seminars or discussions. As well as the teaching methods or strategies are using that helped to be interaction with faculty in the classroom in a positive or helpful experience, and actively answering questions or taking part in the discussion.

While, perceived individual characteristics as barrier to success was the highest mean score it returned to lake of students preparation for college which cause to lake in English (writing , and reading) that lead to the personality of students more introverted or shy that extroverted. That mean them have difficult to learn effectively by thinking or problem solving as in computer assisted simulations, case studies, abstract or theoretical concepts more easily than practical information that lead to have sense of racism, discrimination, social isolation from students and lake to learn effectively in cooperative, collaborative or group oriented learning activities. Furthermore, when the student face environmental factor as a barrier this may due to lake of flexibility of policies to meet the needs that lead to self esteem/self concept has decreased. As well as, need for financial aid in order to pay for nursing education that is the biggest barrier/difficulty related to completion of the nursing program that lead to amount of time that spend for earning money lowers the ability to complete the study and dissatisfied with social activities and interact with the faculty and intern these barriers affecting on academic achieve.

In the same context **Carty's (2007)** studied the predictor of success for Saudi Arabian students enrolled in an accelerated baccalaureate degree in nursing in the United States, proposed that the academic barriers may be academically, individually, or environmentally related. In addition, academic barriers to success originate from both the socioeconomic and cultural environments in faculties of nursing. In this respect, **Pool's (2006)** studied in USA the predictor of persistent, found that academic integration affected on nursing students academic achievement and retention, as profiles of the nursing students' levels of engagement emerged from the data gathered, which consisted of their written work, instructor and video observations of nursing student behaviors. Furthermore, reflect on perceived contribution of educational experiences to intellectual growth, perceived preparation for further educational opportunities, satisfaction with what has been learned, and classes where students felt they had learned something new**.**

Furthermore, **Hatakka's (2012)** studied the importance of academic and social integration in the first year nursing students in the Arabian Gulf, showed that the successful nursing students' academic integration can be looked at from four aspects; how they approached the tasks, how they organized their time on task, how they approached the actual writing and how they behaved after feedback on their writing. This group of nursing students brought good study habits from faculty; they were active in class and accepted that the amount of independent work required at college level is substantial. As well as, advance by studying available task descriptions and asking the instructor for more information when necessary.

Perrakis's (2008) examined the factors that predict and promote academic success, in a large, urban community college district, claimed that the individual factor have the largest impact on at-risk nursing students on academic achievement: academic preparedness, adaptability, commitment to educational goals, perception of progress toward educational goals, willingness to seek academic assistance, self-confidence, and reasons for pursuing a college degree

In the same vein, **Toldson's (2008)** studied the breaking barriers: plotting the path to academic success in Washington, found that nursing students' perceptions that the faculty is a cohesive environment and student-teacher relationships were important contributors to successful academic outcomes. Also, **Nazir's (2012)** studied impact of faculty environment on academic Achievement at district Srinagar, found that faculty environment and academic achievement are interrelated and dependent of each other. A stimulating educational environment responsive to the needs of the individual can result in positive, motivational consequence.

As well as, **Henle's (2007)** examined the nursing students barriers they encountered, and the factors that contributed to their success, in Public college located in the Northeast United States, asserted that environment is as important a factor in student retention as is academic or financial affairs. Lack of retention of a student reflects a student's own perception of his or her experience in the college

environment. Also, **Hatakka's (2012)** found that nursing students who feel that they cannot adjust to their new academic environment academically or socially are at risk to get poor grades, feel maladjusted and at worst may discontinue their studies.

Recommendation

1. Report of the study result to the head of the quality assurance system department for continuous improvement in quality of education through use tools of faculty support, self efficacy, affective commitment, and academic barrier to success to assess nursing students needs.

2. Faculty staff should assess levels of support that nursing students experience during each semester and should know the general self-efficacy during their course work.

3. Enhance faculty staff support through spending regular time with nursing students to discuss accomplishments, challenges, and goals; provide continuous feedback, demonstrate respect, correct without belittling them.

4. Faculty staff should engage their nursing students in such differential teaching pedagogies as cooperative learning assignments, pre and post assessments for segments of courses, and frequent options for direct one to one consultations.

5. Improve nursing students self efficacy through vary of teaching methods and applying of enactive mastery experiences, vicarious (observational) experiences, and social persuasions in education.

6. Create high-achieving environments through flexibility of policies in the faculty to meet the nursing students needs

7. Empower and build a strong commitment among nursing students through rewarded spiritually to reinforce and motivate them, hence increase their commitment to their faculty.

8. Provide appropriate guidance for nursing students who have academic barrier to success and need help through activate the role of academic advisor in the faculty and periodical meeting with the nursing students.

9. Additional research must be conducted about factor affecting on nursing students academic achievement.

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