



# The Effect of Employment of Nursing Students on their Academic Achievement in the School of Nursing and Midwifery of Shahid Beheshti University of Medical Sciences

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**Abstract**

**Introduction:** The present study was conducted to assess the effect of nursing students' employment on their academic success in the School of Nursing and Midwifery of Medical Sciences University.

**Methods:** In the present descriptive correlational study, the statistical population comprised all 1521 students of School of Nursing and Midwifery of Shahid Beheshti University of Medical Sciences in the academic year 2016-17. Sampling was performed by proportional stratified random method. Using Cochran equation, sample size was determined 309 students. Data were collected using demographic and academic success questionnaire and analyzed in SPSS-18.

**Results:** The results showed that academic achievement has relationships with gender, marital status, and employment status of student, their spouse's employment status and education, marital life, family housing, appropriate studying setting, and job relevance with academic discipline. According to logistic regression test, variables such as gender, marital status, spouse's education and marital life were able to predict academic achievement.

**Conclusions:** Personal and family status are highly effective on students' academic achievement.

## Problem Statement

Human resources has an essential and decisive role in the process of cultural, social and economic development of societies. Today, experts believe that one of the key reasons for the development of advanced countries is their governments' attention and effort to train creative and effective human resources [1]. Students are the chosen human resources in terms of talent, creativity, and hard work, and the spiritual resources of any society and the future-makers of their country. In the light of the huge investments made for them from school to university, they are expected to be capable, useful, and effective people for their country [2]. Accordingly, one of the objectives of universities is to enhance the quality of education and academic achievement of students because students' poor performance imposes huge financial and spiritual costs on universities and themselves. Students' academic

performance is important not only to parents and higher education authorities, but also to all people with interest in their society's advancement. Several factors have a role in the academic performance of students such as personal, social, family, economic, and institutional factors. Hence, explaining factors associated with students' academic achievement is a significant research issue in higher education studies [3]. Academic achievement can be defined as a measure of students' performance and comparison of the outcomes and predetermined educational goals so as to decide how well professors' teaching activities and students' learning efforts have achieved the desired goals [4]. The study of factors affecting academic achievement or performance is fairly complex because this concept has a wide range of dimensions, and is affected by both environmental and intrapersonal factors [5]. Hence, it was decided to

conduct a study titled "The effect of nursing students' employment on their academic achievement in the School of Nursing and Midwifery of ShahidBeheshti University of Medical Sciences ". To be clearer, the main issue of this research is to explain the effect of employment of nursing students on their academic achievement in nursing and midwifery faculty of Shahid Beheshti University of Medical Sciences.

### Statistical Population and Sample

This research is applied in terms of purpose and in terms of data collection method, descriptive data is a correlation type and in terms of the nature of research implementation post-event type. The statistical population comprise all 1521 students of School of Nursing and Midwifery of ShahidBeheshti University of Medical Sciences in the academic year 2016-17. Sampling was performed by proportional stratified random method. Categories were selected according to employment status, gender, and academic year. Using Cochran equation, sample size was determined 309 students. A total of 309 questionnaires were issued, of which 297 were included in the analysis after elimination of illegible and incomplete questionnaires. Given that the sample selection method was randomly simple, each member has equal odds for selection.

### Data Collection Tools

In the present study, data collection tools included a demographic questionnaire and a researcher-made

academic achievement questionnaire containing 31 items, with scoring based on a 5-point Likert scale (from totally disagree=1, to disagree=2, no comment=3, agree=4, and totally agree=5). The mean scores below 3 means weak and above 3 means strong.

### Validity of the Questionnaire

To establish face and content validity of the questionnaire, the questionnaire was given to a 10 of experts and professors of management and behavioral sciences, who were asked to comment on items and evaluate hypotheses. They unanimously confirmed the questionnaire.

### Reliability of the Questionnaire

Reliability of the questionnaire was confirmed with Cronbach's alpha coefficient of  $\alpha=0.802$ .

## RESULTS

The statistical methods used in the present study included inferential and descriptive methods. Descriptive methods were used to assess and describe participants' general characteristics, and inferential methods used are briefly explained below.

[Table 2](#) shows that the majority of the statistical sample were male (55.2%), and most participants were single (78.8%) and younger than 25 years of age (44%).

**Table 1:** Demographic details of students of School of Nursing and Midwifery of ShahidBeheshti University of Medical Sciences

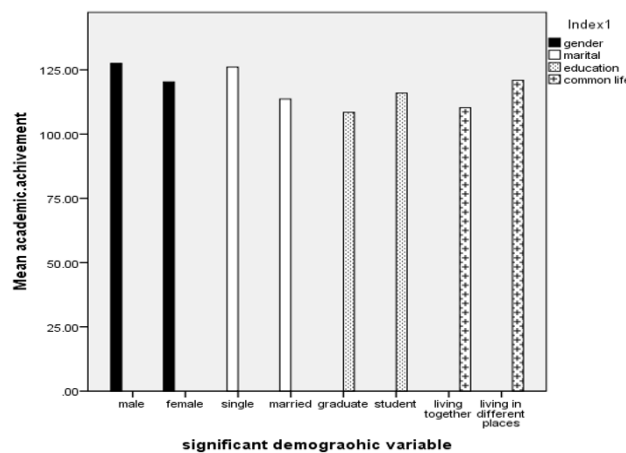
Demographic details	Number	Percentage
<b>Age (years)</b>		
<25	132	44.4
25-30	114	38.4
30-35	33	11.1
35-40	18	6.1
40 and older	0	0
<b>Gender</b>		
Male	164	55.2
Female	133	44.8
<b>Marital status</b>		
Single	234	78.8
Married	114	19.9
Divorced	33	1.3
<b>Student's employment status</b>		
Part-time	211	71.0
Full-time	86	29.0
<b>Spouse's employment status</b>		
Part-time	33	61.1
Full-time	20	37
<b>Married life</b>		
Living together	51	56.2
Living in different places	39	43.8
<b>Family housing status</b>		
Owned	181	61.8
Rented	22	7.5
Dorm	90	30.7
<b>Studying setting</b>		
Appropriate	215	73.4
Inappropriate	75	25.6
<b>Relevance of job with discipline</b>		
Compatible	192	83.1
Incompatible	39	16.9

**Table 2:** The Results of Regression Analysis of the Study Variables

Variables	β Coefficient	Standard error	t	P-value
<b>Gender</b>	29.387	8.976	3.274	0.002
<b>Age</b>	-40.480	20.453	-1.979	0.056
<b>Marital status</b>	48.269	21.525	2.242	0.031
<b>Employment status</b>	7.688	18.035	0.426	0.673
<b>Spouse's employment status</b>	-15.816	9.014	-1.755	0.088
<b>Spouse's education</b>	-65.328	18.862	-3.463	0.001
<b>Common life status</b>	94.570	20.969	4.510	0.000
<b>Family housing status</b>	13.465	19.812	0.680	0.501
<b>Appropriate study setting</b>	-23.133	11.552	-2.002	0.053
<b>Relevance of job with discipline</b>	-26.006	17.243	-2.508	0.140

The linear regression analysis results showed that mean score of academic achievement was higher in girls (29.38) and in singles (48.26), lower in those with

graduated spouses (65.32), and higher in those living together (94.57). The remaining variables were not significant.



**Figure 1:** Mean academic achievements based on significant demographic variables

**DISCUSSION**

The present study investigated the effect of nursing students' employment on their academic achievement in the School of Nursing and Midwifery of Shahid Beheshti University of Medical Sciences University. In the present study, academic achievement was  $3.4 \pm 3.36$ . The results showed that academic achievement has significant relationships with gender, marital status, and employment status of student, spouse's employment status and education, marital life, family housing, appropriate studying setting, and job relevance with academic discipline. According to logistic regression test, variables such as gender, marital status, spouse's education and marital life were able to predict academic achievement. Investigations show that nursing students' gender affects their academic achievement. Girls' mean score ( $29.38 \pm 8.97$ ) was significantly higher compared to boys', and also mean scores of singles ( $48.26 \pm 21.52$ ) was higher than those of married students. This finding agrees with the results found by Zaki et al. [6], and Ghavam et al. [7]. Studies show that merely being married does not reduce academic achievement, and the lack of facilities, employment for provides living expenses are also influential. Students' financial problems are a major factor for academic failure.

Students without the least standards of living are forced to seek employment to provide for themselves and their families, and thus have little opportunity for studying; they become physically and mentally tired and cannot focus on learning, and experience anxiety [2, 3], and since boys have greater family responsibilities than girls, they get more entangled with these problems. The educational status (student/graduated) of nursing students' spouses also affected their academic achievement in ShahidBeheshti University of Medical Sciences School of Nursing, such that the mean score of those with graduated spouses ( $65.26 \pm 18.62$ ) was lower. Academic achievements are associated with family, personal, and social factors, and after graduation, students' achievements are adversely affected if they cannot find jobs related to their discipline [4]. This result can be attributed to the low sample size of married participants. The present study showed that students' married life also affects their academic achievements. Mean score of those who lived together ( $94.57 \pm 20.97$ ) was higher, which agrees with the study conducted by Jafarzadeh et al. [8]. Family support and common life are among factors affecting academic achievements [5, 9]. Personal and family circumstances are highly

important and have a role in students' academic achievements, and providing for students' financial needs during their education should be particularly considered.

### CONCLUSIONS

Based on the results obtained, the researcher recommends the following important solutions:

Students' more effective knowledge of their capabilities and strengths can lead to choosing the right learning strategies, supervising and time management of working students for studying during periods that are normally wasted, advising professors can considerably help students recognize their abilities and personal interests.

Professors should always consider that critical thinking is an essential skill for working students because it has a major role in correct decision-making. It is necessary that professors and the university facilitate the development of critical thinking skills in medical students.

Professors should listen to working students' words regarding their efforts and feelings, and convey to working students that working along with studying is worthwhile.

Students should be required to replace their negative thoughts with positive and realistic ones so as to increase their motivation for continuing their studies.

Students should be encouraged to make an effort because success comes through effort and endeavor. Adjusting to conditions of workplace and dorms is difficult, but facilitates academic achievement and success in future.

Motivational mechanisms should be designed and implemented to increase career success.

The right context and conditions should be provided to increase students' motivation and academic achievement.

### ETHICAL CONSIDERATION

This research was approved by ethics committee of the international branch of Shahid Beheshti University of Medical Sciences.

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### AUTHOR'S CONTRIBUTIONS

All authors contributed equally to this project and article. All authors read and approved the final manuscript.

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### CONFLICTS OF INTEREST

There was no conflict of interest to be declared.