

Perception of Students to Nursing Courses and It's Relation to Their Academic Engagement

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Abstract

Background: The effectiveness of nursing courses is one of the main items that can help in the educational nursing courses development and improvement to achieve academic engagement and the desired learning outcomes. **Aim:** This study aimed to assess nursing students' perception regarding the nursing courses and its relation to their academic engagement. **Research Design:** A descriptive correlational research design was utilized to conduct this study. **Setting:** The study was conducted at the technical nursing institute Al-Azhar specialized hospital, Al-Azhar university, Egypt. **Subject:** Convenient sample of 167 nursing students presented at academic year (2022-2023). **Tools:** Two questionnaires used; effectiveness of nursing courses questionnaire, and national survey of students' academic engagement. **Results:** of the study revealed that almost two thirds of studied students had low total perception regarding the effectiveness of all nursing courses and less than one third of them had high total perception. Also, slightly more than half of studied students had moderate level of academic engagement. Meanwhile, less than half of them had a high level of academic engagement. **Conclusion:** There was a positive, significant correlation between the perception of nursing students regarding effectiveness of nursing courses and the academic engagement. **Recommendations:** Conduct an orientation program in the first semester to explain the objectives of the nursing courses, making nursing students capable of achieving the outcomes of the nursing courses.

Keywords: Academic engagement, Effectiveness of nursing courses, Nursing Students.

Introduction

The educational system could be considered as a service that should meet the need for learning, acquisition of knowledge, and skills in addition to, it qualifies nursing student later to meet the needs of labor market and community requirement (Rossini et al., 2021).

Nursing courses affect nursing students academic progress as well their professional prospect either positively or negatively. Nursing courses mean the learning material that colleges or universities prepare for nursing students so that, nursing courses considered very important to form the educational context and had an impact on the academic lives, professional future and nurses' interaction in the working setting. Nursing faculties spent a lot of time to designing and evaluate the courses to enhance nursing education and facilitate modifications patterns in the health care system (Khaze et al., 2020).

Nursing courses consider the foundation of educational process in nursing education, it's an academic plan of study that clearly lays out on the goals of student learning, the content to be learned, the sequence in which material will be taught, the methods of teaching, the teaching resources which will be used, who will be responsible about the teaching process, and how the learning outcome will be measured. The effectiveness and efficiency of nursing courses in achieving the desired outcome for a given such course, student who will gain the knowledge, Skills, and attitude that are expected within profession (Lattuca, 2019).

Component of effectiveness nursing course include these curriculum design, organizing or conceptual framework, end-of-program outcomes and competencies expected, teaching strategies learning experiences, resources needed to implement the courses, the institution's mission, vision, and values; professional values which should be acquired

and the beliefs, values, and expertise of the faculty staff (**Oermann, 2022**).

Students' academic engagement defined as the students' involvement and the energy directed toward learning, understanding, mastering knowledge, skills, or profession that academic courses intend to promote. Academic engagement is the effort that the students use for the academic work in order to achieve the effectiveness and efficiency in learning outcomes. Students who had academic engagement are more likely to focus on the learned issues and topics (**Ghasemi et al., 2020**).

There is growing recognition of the importance of understanding student engagement and the problem of disengagement. The factors affecting engagement or disengagement which could provide insights into student performance, progression and retention. Assessment of engagement is potentially useful when evaluating the quality of student learning experiences and making decisions about resource provision, course content and methods of delivery (**Coleman et al., 2021**).

Effectiveness of nursing courses is significantly associated with students' engagement. Because of the effectiveness of nursing courses determined by adequately explain the objective at the beginning of semester and in every lecture, content organized form simple to complex, appropriate learning environment, core competencies of the teacher and instructor, different and multiple method of teaching, student teacher communication and interaction, and evaluation process "exams grading and assignment; all this lead to improv participation in learning-related 3 activities by involvement in classroom discussion, engage in assignment project, enhancing active and collaborative learning, and student faculty interaction (**Iwasiw & Goldenberg, 2020**).

Significant of study

Effectiveness of the nursing courses to achieve the desired outcomes for a given study program of study increase the importance to nursing and other health professions. Effectiveness of nursing courses is an important

in order to attain high quality of nursing education, to perform safe and high-quality patients' care (**Haghgoo et al., 2020**). Lack of effectiveness of nursing courses decrease students' interest with learning materials, lead to unsatisfactory performance at the clinical areas in addition to poor students' engagement in learning activities and low level of achievement that reflected on student future of the profession resulting negative impact on the quantity and quality of nursing care services and patients' outcomes (**Mohammed et al., 2020**). So, that the aim of this study is to assess perception of nursing students' regarding the nursing courses and its relation to their academic engagement.

Aim of the Study

This study aims to assess perception of nursing students regarding the nursing courses and its relation to their academic engagement.

The aim was achieved through the following objectives:

1. Assessing perception of nursing students regarding the nursing courses.
2. Assessing level of nursing students' academic engagement.
3. Finding out the relation between perception of nursing students to nursing courses and its relation to their academic engagement.

Research Questions

1. What is the perception of nursing students regarding the nursing courses?
2. What is the level of nursing students' academic engagement?
3. What is the relation between perception of students to nursing courses and its relation to their academic engagement?

Subjects and Methods

Study design:

A descriptive-correlational design was followed in carrying out this study. A descriptive correlational design is a design describing relationships among variables

without seeking to establish a causal connection (Gray & Grove 2020).

Study setting:

This study was conducted at the technical nursing institute Al-Azhar specialized hospital, which is affiliated to Al-Azhar University, and located at Naser City- Cairo. It includes six classrooms for the two academic years, where students receive their theoretical lectures (three classrooms for the first year and three classrooms for the second year), and four skills labs, where students receive training on their practical skills.

Study subjects:

The subjects of this study consist of all available nursing students; their total number was (167) students present in the academic year (2022-2023).

Sample techniques: A convenient sample was used to carry out the current study.

Sample Size and technique: All available nursing students was enrolled in the academic year (2022-2023), (102) nursing students in the first year were and (65) nursing students were in the second.

Tools of data collection:

Two questionnaires were used to collect data namely Effectiveness of nursing courses questionnaire, and National survey of students' academic engagement questionnaire

Tool I: Effectiveness of nursing courses questionnaire.

This questionnaire consists of two parts as following:

Part 1: Demographic characteristics of nursing students:

This part aimed to collect to demographic characteristics of nursing students include; (Age, Academic Year, and place of residence).

Part (2): Effectiveness of nursing courses questionnaire:

This questionnaire adapted from **Awad, (2015)** and it aimed to assess nursing students' perception regarding effectiveness of nursing courses. It contains six dimensions including 57 items. Objectives of the course (include 6 items, example: Well and sufficiently illustrated at the beginning of the semester), contents of the course (include 14 items, example: placed in an organized and arranged way), teaching methodology (include 9 items, example: The presentation of the topic during the lecture was organized and arranged), teacher students' communication and interaction (include 8 items, example: Talking with the teacher during office hours was helpful and effective), the clinical setting (include 6 items, example: Gained new skills in different practical training departments), courses evaluation process "exams, grading and assignment" (include 14 items, example: reflect the objectives and content of the course).

Scoring system

The responses of study subjects scored on a 5-point Likert scale as follows: for (strongly agree, agree, neutral, disagree, and strongly disagree). Items were scored (5,4,3,2, and 1) for responses respectively. The total score was summed up and converted into a mean percentage score calculated as a sum of the items; if score is $> 85\% = \text{mean} > 4.25$, it was considered high level of perceptions. If score is $70\text{-}85\% = \text{mean}$ is a $3.5\text{-}4.25$, it was considered moderate level of perception. If score is $< 70\% = \text{mean} < 3.5$ it considered low level of perception (**Awad, 2015**)

Tool II: National Survey of Student Engagement questionnaire:

This questionnaire was adopted from **Abdallah, (2021)** based on **Kuh, (2001)** to assess nursing students' academic engagement level including 71 items under (5) dimensions. level of academic challenge (include 10 items, example: come to class without completing assignments), active and collaborative learning (include 19 items, example: ask questions in class or contributed to class discussion), student faculty interaction (include 12 items, example: discuss grades or assignments with an instructor), enriching educational activities (include 16 items, example: on-Work research

or project that required integrating ideas or information from various sources), and supportive campus environment (include 14 items, example: Help you cope with your responsibilities (work, family, etc.) non-academic).

Scoring system

The items in this questionnaire scored on a 3-point Likert scale: very little (1point), somewhat (2points), and very much (3points) for the items of the first four dimensions of the present questionnaire, while the items of last dimension scored as disagree (1point), somewhat (2points), and agree (3points). For each dimension and subdimension and for the whole scale, the items summed-up and the total divided by the number of the items for giving mean scores. The level of academic engagement considered to be high if the percent mean score was more than 75% and the score ranged from more than 25% till 75% considered as moderate academic engagement, while low if it was 25% or less (**Abdallah, 2021**).

Preparatory phase:

The researcher reviewed past, current, national, and international related literature and theoretical knowledge of various aspects of the study using books, articles, internet.

Tool Validation

The validity of the tool of national survey of student engagement tested by **Abdallah, (2021)**. Meanwhile, the effectiveness of nursing courses questionnaire was tested for its face and content validity, which was presented to a panel of experts in Nursing Administration. This included five Assistant professors in the Nursing Administration Department of the Faculty of Nursing Ain Shams University. They reviewed the content of the questionnaire for its comprehensiveness, accuracy, clarity, and relevance. required corrections and modifications were done. Most of the experts have agreed on more than 95% of all items. The necessary corrections and modifications have been made, including modifying linguistic and grammatical mistakes in some items.

Tool reliability:

The reliability of the effectiveness of nursing courses questionnaire was examined through assessing their internal consistency and measured by Cronbach's Alpha Coefficient test was (0.902). The reliability of the national survey student's engagement questionnaire tested by (**Abdallah, (2021)**) was examined through assessing their internal consistency and measured by Cronbach's alpha coefficient test was (0.923).

Ethical considerations:

Prior to the study, Ethical proposal was obtained from the Scientific Research Ethical Committee of the faculty of Nursing at Ain Shams University. The subjects were informed about their right to withdraw at the anytime they assured during data collection period without given any reason and collect data was kept confidential and used for scientific research only. Individual written consent was also obtained from each participant in the study.

Pilot study:

A pilot study was conducted on 10% of the study subjects before starting field work and data collection. The pilot study was conducted on 10% (16) nursing students from the technical nursing institute Al-Azhar University. Subjects who participated in the pilot study were included in the main study sample. The pilot study helped to estimate the time needed to complete the data collection forms; subjects took about 45–60 minutes to fill out the questionnaires. It is also done to test the clarity and feasibility of the data collection questionnaires.

Fieldwork:

The fieldwork of the study extended through the second semester of the academic year (2022-2023). It took three months, from March 2023 to May 2023.

The investigators were present with nursing students in their classrooms three days per week (2hrs/day) to elicit their opinions during their break time. The investigator introduced himself, and then the components of questionnaires were explained to participants,

who were sure that the information collected would be used for scientific research only and would be confidential. Questionnaires were distributed to participants in the presence of the research in their classroom to answer any inquiries. Study questionnaires were completed during day duty and collected from the participants; it took about 45–60 minutes. The investigator checked each questionnaire after it was completed by each participant to ensure the completion of all information.

Statistical Design:

The collected data entry was collected and statistically analyzed using the Statistical Package for Social Science (SPSS), version 20.0. Data were presented using descriptive statistics in the form of frequencies and percentages for qualitative variables, mean percentages, standard deviations, and medians for quantitative variables, and multiple regression. Quantitative continuous data were compared using the non-parametric Mann-Whitney. Qualitative categorical variables were compared using the T-test. The Spearman rank correlation coefficient was used for assessment of the inter relationship among quantitative variables and ranked ones. The statistical significance of the results was considered at a P-value < 0.05 and a highly statistically significant p-value < 0.01.

Results:

Table (1): it shows that Frequency and demographic characteristics of studied nursing students. As indicated in the table, the majority of them (96.4 %) their age is 20 years with Mean SD 20 ± 1 , also, and (93.7) live at rural residence. While, more than half (54.7%) enrolled in the second academic year.

Table (2): illustrates total perceptions of the first-year students regarding all nursing courses dimensions, it shows perception of psychiatry course was the highest for all dimensions followed by perception of fundamental course and finally the least perception score was for administration course.

Table (3): illustrates total perceptions of the second-year students regarding perception

of all nursing courses dimensions, it shows perception of pediatric course was the highest for all dimensions followed by perception of fundamental course then perception of obstetric and finally the least perception score was for Medical surgical course.

Table (4): Shows that, the first-year students had the highest perception regarding the dimension “Objectives of the course” with an average effectiveness level with mean score (3.55), and they perceived the rest items of the low level of the effectiveness of nursing courses. Meanwhile, second-year students perceived the dimensions had the highest perception regarding “The clinical setting” and “Objectives of the course” with an average effectiveness level with mean score (3.57 and 3.53) respectively, and they perceived the rest items of the low level of the effectiveness of nursing courses

Figure (1): shows that almost two thirds of studied students (66.9%) had low total perception regarding the effectiveness of all nursing courses and less than one third of them (33.07%) had high total perception.

Table (5): shows that more than half of the studied students had moderate level of all Dimensions of academic engagement, except the Level of academic challenge and Supportive campus environment dimensions slightly less than half of them (48.5%) had moderate level of it. Also, it shows that there is a statistically significant difference between students' academic engagement dimensions ($P < 0.5$).

Figure (2): shows the total studied students' academic engagement levels. It displays that slightly more than half 51% of studied students had moderate level of academic engagement. Meanwhile, less than half 44% of them had high level.

Table (6): correlation matrix of perception of nursing courses and academic engagement dimensions scores among students. This table indicates a positive significant correlation perception of nursing courses and academic engagement dimensions scores among students.

Table (1): Demographic Characteristics of studied nursing students (n=167).

Demographic Characteristics	Frequency	Percent
Age:		
<20	4	2.4
20	161	96.4
>20	2	1.2
Mean \pm SD 20\pm1		
Academic year:		
First	102	45.3
Second	65	54.7
Place of residence		
Urban	19	6.3
Rural	281	93.7

Table (2): Mean perceptions of the first-year students regarding to the nursing courses dimensions (n=102).

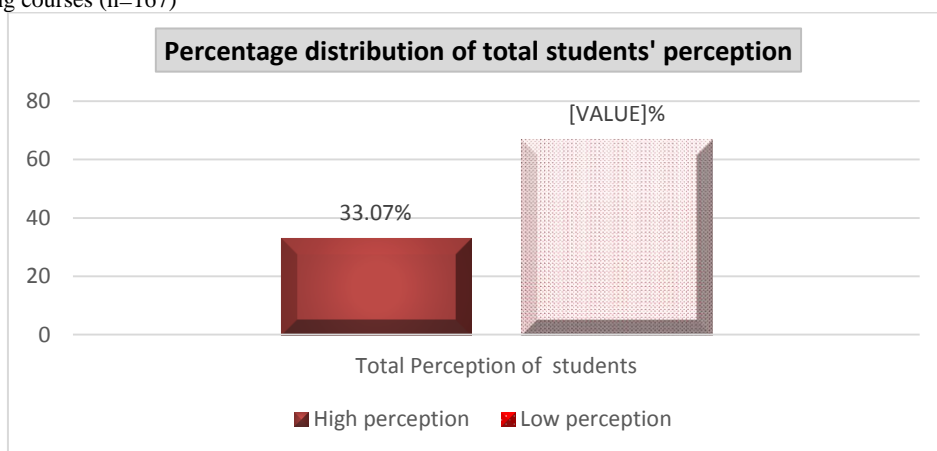
Dimensions	First year mean perception					
	Fundamental		Psychiatry		Administration	
	Max. mean score (5)	\pm SD	Max. mean score (5)	\pm SD	Max. mean score (5)	\pm SD
Objectives of the course	1.55	1.51	1.53	3.63	1.55	5.51
Contents of the course	2.06	2.45	2.97	2.52	2.06	6.05
Teaching methodology	2.74	1.33	2.55	3.33	2.74	2.23
Students/teacher interaction and communication	2.09	2.32	2.94	4.25	1.09	3.53
Courses evaluation process "exams, grading/assignment".	2.81	2.18	2.89	3.37	2.81	5.22
The clinical setting	2.66	2.12	2.57	5.12	2.66	6.11
Total perception score	2.31	1.86	2.56	1.84	2.15	3.51

Table (3): Mean perceptions of the second-year students regarding to the nursing courses dimensions (n=65).

Dimensions	second year mean perception							
	Fundamental		Pediatric		Obstetric		Medical surgical	
	Max. mean score (5)	\pm SD	Max. mean score (5)	\pm SD	Max. mean score (5)	\pm SD	Max. mean score (5)	\pm SD
Objectives of the course	1.55	0.51	1.53	0.63	1.43	0.18	1.521	0.37
Contents of the course	1.06	0.45	1.97	0.52	1.62	0.25	1.112	0.82
Teaching methodology	1.74	0.33	1.55	0.33	1.71	0.34	1.136	0.29
Students/teacher interaction and communication	1.09	0.32	1.94	0.25	1.41	0.34	1.139	0.47
Courses evaluation process "exams, grading/ assignment".	1.81	0.18	1.89	0.37	1.02	0.05	1.146	0.89
The clinical setting	1.66	0.12	1.57	0.12	1.12	0.53	1.134	0.17
Total perception score	1.48	0.86	1.74	0.84	1.38	0.18	1.198	0.37

Table (4): mean perceptions of the first-and second students regarding to effectiveness of all nursing courses dimensions (n=167)

Dimensions	Mean perception			
	First year (n=102)		Second year (n= 65)	
	Max. mean score (5)	±SD	Max. mean score (5)	±SD
Objectives of the course	3.55	5.51	3.53	3.71
Contents of the course	3.06	7.05	2.97	2.12
Teaching methodology	2.74	1.23	2.55	3.51
Students/teacher interaction and communication	3.09	4.53	2.94	5.16
Courses evaluation process "exams, grading/assignment".	2.81	5.18	2.89	4.37
The clinical setting	2.66	5.62	3.57	6.12

Figure (1): Percentage of studied nursing students according to their total perception of the effectiveness of nursing courses (n=167)**Table (5):** Total students' academic engagement levels (n=167)

Dimensions	High level >75%	Moderate level 75%-to>25%	Low level ≤25%	Mean	t-test	P-value
Level of academic challenge	46.1	48.5	5.4	22.3	421.12	0.05*
Active and collaborative learning	43.1	51.3	5.6	21.4	513.11	0.05*
Student Institute interaction	44.8	51.3	3.9	16.8	312.41	0.05*
Enriching educational activities	41.5	52.9	5.6	20.2	511.51	0.05*
Supportive campus environment	43.8	48.5	7.7	22.4	601.15	0.05*

(*) highly statistically significant at $P < 0.05$

Figure (2): Total studied students' academic engagement levels (n=167).

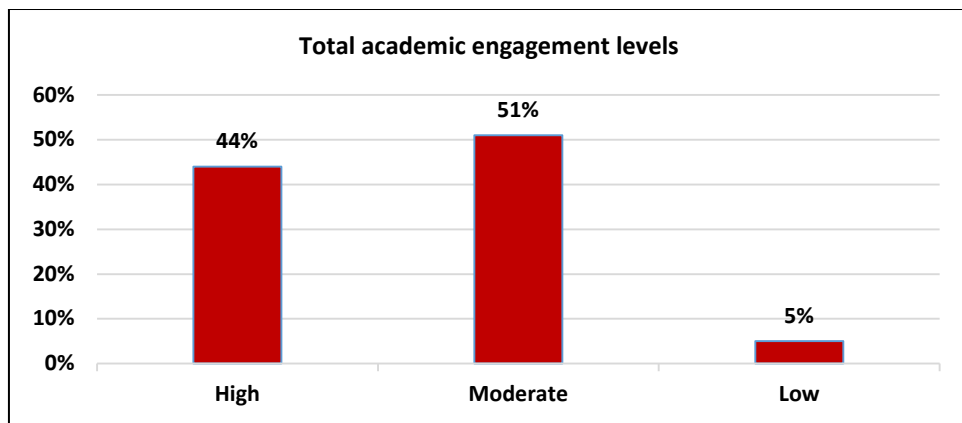


Table (6): Correlation matrix of perception of nursing courses and academic engagement dimensions scores

Perception of nursing courses dimensions	Spearman's rank correlation coefficient					
	academic engagement dimensions					
	Level of academic challenge	Active and collaborative learning	Student Institute interaction	Enriching educational activities	Supportive campus environment	Total
Objectives of the course	.678**	.129	.062	-.014	1.000	1.000
Contents of the course	.675**	.586**	.193	1.000	.034	.059
Teaching methodology	.653**	.660**	.670**	.176	.076	1.000
Students/teacher interaction and communication	.610**	.695**	.629**	.670**	.062	-.014
Courses evaluation process "exams, grading/assignment"	.658**	.665**	.650**	.629**	.699**	.666**
Clinical setting	.358*	.059	.235	-.024	.235	.144
Total	.610**	.695**	.629**	.670**	.062	0.614*

(**) Highly statistically significant $p < 0.01$

Discussion:

Regarding demographic characteristics of the studied nursing students, the present study revealed that most of them were in the age group 20 years. Meanwhile most of them reside in rural areas. This result may be due to nursing student that joint to clinical nursing institute after secondary school. And may be join to nursing profession from rural area due to they are careful on achievement of their future and enhance their financial status. This result agreed with **Abdalla, (2021)** who a studied The Relation between Nursing Students' Engagement and their Satisfaction regarding Bachelor Nursing Program, and found that nursing students, as regards to age more than half of them were less than 22 years.

Regarding to the first-year nursing Students' perceptions level of all nursing

course. this study result illustrated that psychiatry course was the highest for all dimensions, followed by perception of fundamental course, and finally the least perception score was for administration course. This result may be due the psychiatry course and fundamental course helps students to achieve their learning objectives gained theoretical knowledge and practical skills, availability of material resources, and effective clinical setting which present good relation with clinical teacher.

In addition to effective teaching behavior to facilitate clinical learning, observe students' performance frequently, give students positive reinforcement for good contributions, observations, and performance. Meanwhile the administration course had some challenges as limited clinical placement to facilitate and integrate leadership concepts in clinical

practice, and no use alternative teaching approaches as simulation that lead to difficult to no opportunity to develop thinking skills, abilities decision-making, problem-solving skills, high cognitive skills, management and leadership skills to nursing students.

Regarding to total perceptions of the second-year students regarding all nursing courses dimensions, this study finding showed that nursing student perception of pediatric course was the highest for all dimensions followed by fundamental course, then obstetric, and finally the least perception score was for Medical surgical course. this study result may be the pediatric and fundamental course the teachers frequently emphasize what is important for the lessons course and the clinical teacher demonstrate clinical procedures and techniques, and promote student independence.

Meanwhile, medical surgical course had a lot of branches that contain many lessons, and no enough time for demonstrator to each practical skill. And may be the objectives of the courses unclear, and unachievable that consider students aptitude and baseline skill. In addition to decrease the number of clinical teachers in medical surgical department, lack of lab supplies, lack of maintenances of simulated manikins and audio-visual material.

Regarding to mean perceptions of the Frist and second year students regarding all nursing courses, this study findings illustrated that almost two thirds of studied students had a low total perception regarding the effectiveness of all nursing courses. This result may be due to the volume of content of the courses probably that lead to workload during the academic year, the content of the course explained by English syllabus while majority of students have an exclusively Arabic instruction background (i.e., primary and secondary). And may be gab between theoretical knowledge and applied practical skills that lead to objectives of the courses unachievable.

In addition to inadequate classrooms, computer labs, clinical labs, lab supplies and equipment that necessary to acquisition of practical skills. And, teachers may be use traditional methods in teaching, and no give feedback on students work and written

assuagements because of lack of time, mismanagement of personalized feedback, and shortage of staff in relation to increasing students' number.

Regarding to all dimensions of academic engagement, this study results illustrated that the more than half of the studied nursing students had a moderate level of all dimensions of academic engagement, except the level of academic challenge and supportive campus environment dimensions slightly less than half of them had moderate level of it. Also, it showed that there is a statistically significant difference between students' academic engagement dimensions.

This result is an agreement with **Clynes, (2020)** who studied Student engagement in higher education: A cross-sectional study of nursing students' participation in college-based education in the republic of Ireland, and found that Students engaged most in activities that are considered core to higher education: higher order learning, collaborative learning and effective learning strategies. Although students perceived that lecturer engaged in effective teaching practices, they reported limited out of class interaction with lecturers.

This result is congruence with **Saleh, (2022)** who studied Influence of psychological capital on nursing students' engagement, that reported that students had a high level of total engagement among nurse students the present study results revealed that more than half of nursing students had a high level of engagement. Also, more than two-fifth of studied sample had moderate engagement level. In the same line this result is in agreement with **Abdallah, (2021)** who studied The relation between nursing students' engagement and their satisfaction regarding bachelor nursing program, that reported that students' engagement levels, the present study results revealed that less than two third of nursing students had moderate engagement levels of all dimension.

This result is in a disagreement with **Hassan (2022)** Who studies Relation between civility behavior and classroom engagement among nursing students reported that nursing students about the classroom engagement, the

current study revealed that two fifth of nursing students had low level of classroom engagement while less than half of nursing students had high level of classroom engagement.

Regarding to relation students' academic engagement levels and their demographic characteristics. The current study result presented that the higher mean scores regarding students' academic engagement levels who were second academic year. This result may be due to first-year students feeling lost and isolated, because of transition to higher education and this is particularly relevant to students traditionally under-represented in higher education, and students who have ill-formed expectations of what to expect as they transition into higher education.

This result supported with **Naiker, et (2022)** who studied student engagement amongst regional Australian undergraduate students, and found that the increase in engagement with age which found that there were significant differences in engagement by age, with older students being more engaged with their studies. non-traditional-age students (those 24 years of age and older) showed greater engagement with topic material compared to traditional-age students (<24 years of age) and were more likely to engage in educationally purposeful activities

Regarding to correlation between all dimensions of perception of nursing course. this study result illustrated that were positive statistically significant correlations among of perception of all nursing courses dimensions of studied students. This result is in agreement with **Hakimzadeh, (2013)** who studied factors affecting the teaching-learning in nursing education, and found there significantly correlation among content of course and clinical learning environment, teaching methods, evaluation methods, and teaching -learning process and clinical competences that student consider effect in nursing education.

Regarding to correlation matrix of effectiveness of nursing courses and academic engagement dimensions scores among students. This study result indicated that a positive significant correlation perception of nursing courses and academic engagement dimensions

scores among students. This result may be due to when the students had clarity understanding to the courses goals, objectives and expectations that lead to student interesting with courses, attending to class lecture, and participating in classroom discussion, ask question all it led to increase student engagement.

In addition to, effective clinical setting with good relation with supervision and present good opportunity to a student to learn practical skills lead to engagement in clinical learning and increasing student academic success. When the educational content is interesting and enjoying lead to provide intellectual and mental concentration on educational subjects, increase learning efforts, and ultimately lead to a greater and deeper learning engagement. Effective teaching methods could raise interest in the students to learn more. Applying new teaching methods along with the expression of clinical experiences and student participation could have a major contribution to students' interest in learning educational contents of the course and increase their academic engagement.

This result supported with **Khaze, (2020)** who studied the relation between course experience and academic engagement in medical students: a descriptive-correlation study. And found that positive significant correlation between course experience sub-component include (good teaching, stander and clear objectives, appropriate assessment, improvement general skills and academic engagement.

Conclusion

- In the light of the study finding, it can be concluded that more than half of the first and second year had a lowest perception regarding all nursing courses. Additionally, less than half of the studied nursing students had high level of academic engagement.
- There was highly statistically significance relation between age and academic year of studied nursing students' and level of academic engagement. Also, there was highly statistically significance relation between academic year and of nursing courses. Additionally, there was positive significant correlation between of nursing

courses and academic engagement among studied nursing students.

Recommendations:

In the light of the current study findings, it is recommended that.

1. Conduct an orientation program in the first semester to explain the objectives of the nursing courses, making nursing students capable of achieving the outcomes of the nursing courses.
2. Conduct training workshops aimed at enhancing teacher's attitudes toward the use of innovative models of active learning, such as peer teaching, self-directed learning, problem-solving skills, role play, simulation, and group discussions, and ensure their application.

For future studied.

1. Assess effectiveness of nursing courses design process as perceived by faculty and expertise in nursing education.
2. Evaluation of the quality of the nursing courses as perceived by nursing students.

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