

Peer Support, Confidence, Perceived Stressors, and Academic Performance among Bachelor of Science in Nursing Students: A Structural Equation Model

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Abstract

This study determined the levels of peer support, confidence, and perceived stressors as predictors of academic performance among BSN students. Specifically, it sought to determine the levels of peer support in terms of interaction, encouragement, collaboration, and inclusivity; confidence in terms of self-assurance, belief, resilience, and competence; perceived stressors in terms of workload, time, expectations, and integration; and academic performance of the students. Moreover, the study identified which variables singly or in combination predicted academic performance and determined the structural model that best fits academic performance. Utilizing a descriptive-correlational and comparative-causal research design, the study was conducted from selected HEIs using researcher-made survey questionnaires. Findings revealed that high levels of peer support, particularly in interaction, encouragement, and collaboration, although inclusivity varied. Students demonstrated strong confidence, with high self-assurance, belief, resilience, and competence. Moderate stressors were reported, mainly related to workload, time, expectations, and integration, which influenced time management and expectations but did not directly affect grades. Academic performance was generally high, with most students achieving grades between 85 and 89. Peer support, confidence, and perceived stressors showed mostly non-significant direct effects on academic performance, suggesting indirect influences through sub-constructs such as encouragement, resilience, and time management. Among the variables, peer support emerged as the strongest indirect predictor of academic performance. Structural Model 3 best represented the relationships, highlighting the mediating roles of sub-constructs rather than direct effects.

Keywords: peer support, confidence, and perceived stressors as predictors of academic performance among BSN students, Philippines