Self-Efficacy and Academic Productivity of Nursing Students in a Higher Education Institution

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ABSTRACT

Self-efficacy is an important psychological factor in student success; however, its relationship with academic performance in nursing education remains a subject of investigation. This study examined the relationship between general self-efficacy and academic productivity in lecture and Related Learning Experience (RLE) courses among undergraduate nursing students at the University of Southern Philippines Foundation (USPF). Using a descriptive-correlational research design, the study involved second-, third-, and fourth-year nursing students. Data were collected using the standardized 10-item General Self-Efficacy (GSE) Scale, while academic productivity was assessed through students' actual final grades in lecture and RLE courses. Findings revealed higher academic productivity in RLE (M=1.93, Very Satisfactory) than in lecture courses (M=2.33, Satisfactory). However, Chi-Square analysis showed no significant relationship between general self-efficacy and academic productivity in either lecture or RLE courses ($p > 0.05$). These findings indicate that strong self-belief does not necessarily translate into higher academic or clinical performance. Other factors, such as curriculum demands, instructional quality, assessment methods, and clinical competencies, may also influence student achievement. Consequently, a Self-Efficacy and Academic Enhancement Program is proposed to strengthen students' psychological resilience and improve their academic and clinical performance.

Keywords: Academic Productivity, General Self-Efficacy, Nursing Students, Related Learning Experience (RLE)

INTRODUCTION

Self-efficacy refers to an individual's belief in their ability to perform tasks and achieve specific goals, forming a central concept of Bandura's (1997) Social Cognitive Theory. In education, it influences students' motivation, perseverance, engagement, and academic productivity (Schunk & DiBenedetto, 2022, as cited in El-Gazar et al., 2024). For nursing students, self-efficacy is particularly important because their education requires mastery of theoretical knowledge and practical competencies through Related Learning Experiences (RLE) (El-Gazar et al., 2024; Momeni et al., 2025).

Nursing education involves demanding academic requirements and intensive clinical exposure, requiring students to apply classroom knowledge in actual healthcare settings. Strong self-efficacy enhances their confidence in performing clinical procedures, collaborating with healthcare professionals, and managing academic challenges. It also helps them cope with stress, anxiety, and potential burnout associated with nursing education.

International studies demonstrate varying levels of self-efficacy among nursing students. Demirelli and Karaçay (2024) reported a mean self-efficacy score of 74.54 ± 14.42 among 632 Turkish nursing students in online learning, while Momeni et al. (2025) found a mean score of 127.88 ± 21.79 in clinical practice among 237 nursing students. Moreover, self-efficacy was significantly negatively correlated with academic stress (r

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= -0.45, $p < 0.001$), indicating that students with stronger self-belief tend to experience lower academic stress.

Despite these findings, limited research has directly examined the relationship between general self-efficacy and academic productivity, particularly in terms of lecture performance and clinical RLE competencies. In the Philippine context, Yao (2021) established that self-efficacy is associated with self-directed learning and clinical problem-solving among nursing students. However, further investigation is needed to determine its relationship with academic outcomes while considering demographic factors such as age, gender, and year level. This study also supports Sustainable Development Goals 3 (Good Health and Well-Being) and 4 (Quality Education) by promoting student well-being, academic development, and quality nursing education.

Guided by a quantitative, deductive approach, this study examined the general self-efficacy of second- to fourth-year nursing students and its relationship with their lecture grades and clinical RLE performance. Data were gathered using the 10-item General Self-Efficacy (GSE) Scale and analyzed using appropriate statistical procedures, including Chi-square tests. Ethical standards were observed through institutional approval, informed consent, and participant confidentiality. Ultimately, the study seeks to address existing research gaps and provide evidence-based recommendations for institutional interventions that strengthen students' self-efficacy and academic-clinical performance.

Statement of the Problem/Research Questions

This study aims to determine the level of self-efficacy and academic productivity among nursing students in a higher education institution

Specifically, this study answered the following questions:

1. What is the demographic profile of the respondents in terms of:

1.1 age;

1.2 sex at birth; and

1.3 year level?

2. What is the level of self-efficacy among nursing students?

3. What is the academic productivity of the students based on:

3.1 lecture; and

3.2 related learning experience?

4. Is there a significant relationship between the:

4.1 level of self-efficacy of the nursing students and their academic productivity

in the lecture aspect?

4.2 level of self-efficacy of the nursing students and their academic productivity

in the related learning experience?

5. Is there a significant difference in the self-efficacy of the students when grouped according to year level?

6. Based on the findings of the study, what self-efficacy enhancement plan can be

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proposed?

Statement of the Hypotheses

$H0_1$: There is no significant relationship between the level of self-efficacy of the nursing students and their academic productivity in the lecture aspect.

$H0_2$: There is no significant relationship between the level of self-efficacy of the nursing students and their academic productivity in the related learning experience.

$H0_3$: There is no significant variation in the level of self-efficacy of the students when grouped according to year level.

Significance of the Study

Understanding the relationship between self-efficacy and academic performance specifically in both lecture-based and Related Learning Experience (RLE) performance among nursing students was highly significant for several stakeholders:

Nursing Students. The study helped nursing students recognize how their level of self-efficacy influenced their academic and clinical performance. It provided insights into developing stronger self-confidence, motivation, and self-regulation strategies to enhance both lecture and RLE outcomes, potentially leading to improved academic performance and clinical competence.

Nursing Educators and Clinical Instructors. The findings identified how self-efficacy influenced students' performance across academic domains. Educators were able to design targeted interventions, provide appropriate support, and enhance teaching strategies to strengthen students' confidence and improve both theoretical and clinical outcomes.

Nursing Schools and Administrators. The study serves as a reference for administrators in implementing policies and academic support systems that enhance students' self-efficacy, thereby promoting academic success and improving program outcomes.

Patients and Healthcare Systems. By enhancing students' academic productivity and clinical competence through improved self-efficacy, the study contributed to better patient care and safety. Patients benefited from care provided by more confident, competent, and well-prepared nursing graduates.

Future Researchers. The study provided a foundation for further research and the development of evidence-based interventions, contributing to a deeper understanding of the role of self-efficacy in academic productivity within nursing education and other health-related fields.

RESEARCH METHODOLOGY

This chapter presents the method used in this study. Specifically, the following are included: research design, research environment, respondents, research instrument, ethical consideration, the data gathering procedures and statistical treatment.

Research Design

This study employed a descriptive-correlational quantitative research design to describe the respondents' demographic profiles (age, sex, and year level), self-efficacy levels, and academic productivity in lecture and Related Learning Experience (RLE). No variables were manipulated, as data were gathered through respondents' responses and recorded academic grades. The correlational approach determined whether self-

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efficacy, the independent variable, was significantly related to academic productivity, the dependent variable, as measured by lecture grades and RLE performance. This design enabled the researchers to examine the relationship between self-efficacy and academic productivity among nursing students.

Research Environment

This study was conducted at a university in Cebu City offering the Bachelor of Science in Nursing program, which integrates lecture courses and Related Learning Experience (RLE). The institution provides classrooms, skills laboratories, and clinical training areas that support students' academic and practical learning. It served as an appropriate research setting because these learning experiences contribute to the development of nursing knowledge, clinical competencies, and self-efficacy. Thus, the university provided a suitable context for examining the relationship between nursing students' self-efficacy and academic productivity in terms of lecture performance and RLE outcomes.

Research Respondents

The respondents consisted of second-, third-, and fourth-year nursing students enrolled at a private higher education institution in Cebu City. The study employed census sampling, involving all eligible students who met the established criteria. Included participants were officially enrolled in RLE courses, actively engaged in academic and clinical training, and willing to provide informed consent. First-year students, those not enrolled in RLE during data collection, students on leave or discontinued from the program, and those unwilling or unable to provide consent were excluded. These criteria ensured that respondents had relevant classroom and clinical experiences for examining the relationship between self-efficacy and academic productivity in terms of lecture and RLE performance.

Research Instrument

The study utilized the General Self-Efficacy (GSE) Scale, developed by Matthias Jerusalem and Ralf Schwarzer in 1981 and later adapted into its widely used 10-item English version in 1995. It is a self-report instrument that measures individuals' general beliefs in their ability to manage challenges and cope with difficult situations. Each item uses a four-point Likert scale: 1 (Not at all true), 2 (Hardly true), 3 (Moderately true), and 4 (Exactly true). The total score ranges from 10 to 40, with higher scores indicating stronger self-efficacy. The instrument has demonstrated good internal consistency, with Cronbach's alpha coefficients generally ranging from .76 to .90, and established construct validity through its associations with positive psychological characteristics and lower levels of stress, anxiety, and depression.

Data Gathering Procedures

The researchers first obtained permission from Mrs. Merlyn A. Ouano, Dean of the College of Health Sciences – Nursing Department, before administering the validated paper-based questionnaires to qualified second-, third-, and fourth-year nursing students. The study's purpose was explained, and informed consent was secured from all participants. After data collection, responses were scored using the General Self-Efficacy (GSE) Scale, with total scores ranging from 10 to 40, while the latest lecture and RLE grades were recorded to measure academic productivity. The gathered data were statistically analyzed using the chi-square test and Analysis of Variance (ANOVA) to examine the relationship between self-efficacy and academic productivity in lecture and RLE courses.

Ethical Considerations

In compliance with Republic Act No. 10173, or the Data Privacy Act of 2012, the researchers ensured the confidentiality and protection of participants' personal information, identities, and psychological well-being throughout the study. Potential risks, particularly unauthorized disclosure of information, were minimized through data coding, secure storage, restricted access, and proper disposal of identifiable records. Participants were informed of the study's purpose, procedures, and their rights through an informed consent form, ensuring that participation was voluntary and withdrawal was allowed at any time without penalty.

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Access to personal and academic information was granted only with participants' consent, and debriefing was conducted after data collection to address questions and provide referrals when necessary. No monetary compensation was provided, although a simple non-monetary token of appreciation was given. The researchers declared no external funding or conflicts of interest, with all expenses personally shouldered as part of the Bachelor of Science in Nursing requirements. Recruitment was conducted without coercion or undue influence, and participants' rights and well-being were prioritized. Although the respondents were not considered a vulnerable population, appropriate safeguards were maintained. Furthermore, publication of the findings by any researcher or the research adviser required the agreement of all team members and proper authorship recognition.

Statistical Treatment of Data

The gathered data were statistically analyzed to determine the relationship between self-efficacy and academic productivity among nursing students. Descriptive statistics, including frequency, percentage, mean, and standard deviation, were used to summarize the respondents' demographic profiles, self-efficacy scores, lecture grades, and RLE performance. For inferential analysis, the Chi-square test was employed to examine the association between categorized self-efficacy levels and academic performance, while Analysis of Variance (ANOVA) was used to determine significant differences in academic productivity across self-efficacy groups. A significance level of 0.05 was adopted, with appropriate statistical assumptions verified. Results were presented in tables and interpreted according to the study's objectives.

RESULTS AND DISCUSSION

This chapter presents the data gathered from the respondents, the statistical analysis applied, and the interpretation of the findings in relation to the study's objectives. The first section details the demographic profile of the participants, specifically their age and year level, to establish the research context. This is followed by a descriptive analysis of the respondents' levels of self-efficacy and academic productivity in both lecture and Related Learning Experience (RLE) settings. Finally, the chapter concludes with an inferential analysis to determine the presence of significant relationships or differences between these variables, supported by relevant literature to provide a comprehensive discussion of the results

Table 1 Age of the Respondents

Age	**Frequency (f)**	**Percentage (%)**
19–21	60	50.42
22–24	42	35.29
25–30	12	10.08
31 and above	5	4.20
Total	**119**	**100.00**

Table 1 revealed that most respondents were aged 19–21 (50.42%, f=60), followed by those aged 22–24 (35.29%, f=42), 25–30 (10.08%, f=12), and 31 and above (4.20%, f=5). The predominance of respondents aged 19–24 (85.71%) indicates that the participants are primarily young adults, highlighting the need for nursing instruction that incorporates interactive, technology-based, and experiential learning approaches. Furthermore, providing emotional intelligence training and mental health support may help students develop professional maturity and cope with the emotional demands of clinical practice.

These findings are consistent with Oducado et al. (2021) and The Open Nursing Journal (2021), which identified young adults, particularly those aged 19–21, as the predominant population in undergraduate

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nursing programs. This age group represents a critical stage in developing professional identity and caring behaviors. Thus, aligning instructional strategies and institutional support with students' developmental needs is essential in strengthening their academic and professional readiness.

Table 2 Sex at Birth of the Respondents

Sex	**Frequency (f)**	**Percentage (%)**
Female	94	79.83
Male	25	20.17
Total	**119**	100.00

Table 2 revealed that most respondents were female (79.83%, f=94), while males accounted for 20.17% (f=24), indicating a predominantly female nursing student population. This gender distribution highlights the continuing representation of women in nursing and the importance of promoting gender inclusivity through equal opportunities, mentorship, and support for male students. A more balanced gender representation may also broaden workforce diversity and provide patients with greater choices in healthcare delivery.

These findings are consistent with the International Council of Nurses (2022), which reported that women comprise most of the global nursing workforce. Similarly, the Organisation for Economic Co-operation and Development (2021) noted differences in academic engagement and persistence across student groups, although these should not be interpreted as differences in academic capability.

Table 3 Year Level of the Respondents

Year Level	**Frequency (f)**	**Percentage (%)**
2nd Year	38	31.93
3rd Year	40	33.61
4th Year	41	34.45
Total	**119**	**100.00**

Table 3 revealed a nearly equal distribution of respondents across year levels, with fourth-year students comprising 34.45% (f=41), followed by third-year students at 33.61% (f=40), and second-year students at 31.93% (f=38). This balanced representation provides a comprehensive perspective on students' academic experiences at different stages of nursing education. It also allows educators to develop year-level-specific interventions, addressing foundational learning needs, clinical competencies, and preparation for professional practice. According to the Commission on Higher Education (2023), nursing curricula are progressively structured to develop students' knowledge and competencies across academic levels. However, academic progression does not necessarily guarantee improvements in psychological factors such as self-efficacy, which may also be influenced by individual and environmental conditions.

Table 4 Level of Self-efficacy

Indicators	**Mean**	**SD**	**Description**	**Interpretation**
1. I can always manage to solve difficult problems if I try hard enough	3.22	0.61	Moderately True	High

2. If someone opposes me, I can find the means and ways to get what I want.	2.79	0.71	Moderately True	High
3. It is easy for me to stick to my aims and accomplish my goals.	3.08	0.60	Moderately True	High
4. I am confident that I could deal efficiently with unexpected events.	2.91	0.64	Moderately True	High
5. Thanks to my resourcefulness, I know how to handle unforeseen situations.	3.07	0.66	Moderately True	High
6. I can solve most problems if I invest the necessary effort.	3.39	0.65	Exactly True	High
7. I can remain calm when facing difficulties because I can rely on my coping abilities.	3.01	0.74	Moderately True	High
8. When I am confronted with a problem, I can usually find several solutions.	3.04	0.63	Moderately True	High
9. If I am in trouble, I can usually think of a solution	3.02	0.68	Moderately True	High
10. I can usually handle whatever comes my way.	3.13	0.65	Moderately True	High
Overall	**3.06**	**0.66**	**Moderately True**	High

Legend: 3.26 – 4.00 = Exactly true/Very High; 2.51 – 3.25 = Moderately True/High; 1.76 – 2.50 = Hardly True/Low; 1.00 – 1.75 = Not at all true/Very Low

Table 4 revealed that respondents demonstrated a high level of self-efficacy, with a grand mean of 3.06 (SD=0.66), interpreted as Moderately True. This indicates that students generally believe in their ability to overcome challenges, solve problems, and achieve their goals. The highest-rated statement was “I can solve most problems if I invest the necessary effort” (M=3.39), interpreted as Exactly True, while the lowest was “If someone opposes me, I can find the means and ways to get what I want” (M=2.79), interpreted as Moderately True. The relatively low standard deviations (0.60–0.74) also indicate consistent responses among participants.

These findings suggest that nursing students possess confidence in their problem-solving abilities and perseverance, although they may need further development in handling interpersonal challenges. Thus, nursing programs may strengthen students' assertiveness, communication, and conflict-resolution skills through clinical simulations and practical learning activities.

The results are supported by Bandura's (1997) Social Cognitive Theory, which emphasizes the influence of self-efficacy on an individual's thoughts, feelings, and behaviors. Similarly, Zamanzadeh et al. (2021) highlighted the importance of self-efficacy in clinical decision-making and managing challenging situations, while Liaw et al. (2023) emphasized its role in developing nursing students' clinical competencies. Overall, the findings indicate that students have a strong sense of personal capability, particularly in problem-solving and perseverance, but require further support in managing interpersonal resistance.

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Table 5 Summary of the Level of Self-Efficacy of the Respondents

Score Range	Description	Frequency (f)	Percentage (%)
36-40	Very High	12	10.08
31-35	High	43	36.13
26-30	Moderate	55	46.22
21-25	Low	6	5.04
10-20	Very Low	3	2.52
Total		**119**	100.00

Table 5 revealed that the largest proportion of respondents had a Moderate level of self-efficacy (46.22%, f=55), followed by High (36.13%, f=43) and Very High (10.08%, f=12). Meanwhile, only 2.52% (f=3) demonstrated a Very Low level. This distribution indicates that although most nursing students possess confidence in their abilities, many still require further development to strengthen their self-efficacy, particularly in handling demanding clinical situations. Thus, mentorship, guided clinical experiences, peer modeling, and individualized support may help improve their confidence and clinical readiness.

These findings are consistent with Mamaril et al. (2022), who emphasized self-efficacy as an important predictor of academic persistence among health science students. Furthermore, Bandura's Social Cognitive Theory highlights the role of observational and mastery experiences in strengthening self-efficacy. Overall, the findings suggest that targeted support and continuous clinical exposure may help students develop greater confidence in performing nursing responsibilities.

Table 6 Level of Academic Productivity of the Respondents in terms of Lecture

Grade Range	Description	Frequency (f)	Percentage (%)
1.54-1.00	Outstanding	0	0.00
1.94-1.55	Very Satisfactory	7	5.88
2.54-1.95	Satisfactory	96	80.67
3.0-2.55	Fairly Satisfactory	8	6.72
Below 3.0	Did Not Meet Expectation	8	6.72
	Total	**119**	**100.00**
	Mean	**2.33**	
	Standard Deviation	**0.351**	

Table 6 revealed that the majority of respondents achieved a Satisfactory academic performance (80.67%, f=96), followed by Fairly Satisfactory (6.72%, f=8), Did Not Meet Expectations (6.72%, f=8), and Very Satisfactory (5.88%, f=7). Notably, no respondents attained an Outstanding rating. The grand mean of 2.33 indicates generally satisfactory academic performance among nursing students. These results suggest the

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need to strengthen instructional strategies, promote effective study habits, and provide targeted academic interventions for students who have difficulty meeting academic expectations.

Additionally, enrichment activities may help high-performing students further improve their academic achievement. These findings are consistent with Ebido et al. (2023), who associated satisfactory academic performance with the demands of nursing education and its rigorous curriculum. Similarly, Mano et al. (2022) emphasized the influence of study habits and the integration of theoretical knowledge with practical application on students' academic performance. Overall, the findings highlight the importance of continuous academic support and effective teaching strategies in improving nursing students' academic achievement.

Table 7 Level of Academic Productivity of the Respondents in terms of Related Learning Performance

Grade Range	**Description**	**Frequency (f)**	**Percentage (%)**
1.54-1.0	Outstanding	5	4.20
1.94-1.55	Very Satisfactory	64	53.78
2.54-1.95	Satisfactory	50	42.02
3.0-2.55	Fairly Satisfactory	0	0.00
Below 3.0	Did Not Meet Expectation	0	0.00
	Total	**119**	100.00
	Mean	**1.93**	
	Standard Deviation	**0.205**	

Table 7 revealed that most respondents achieved a Very Satisfactory level of clinical performance (53.78%, f=64), followed by Satisfactory (42.02%, f=50) and Outstanding (4.20%, f=5). Notably, no respondents fell under the Fairly Satisfactory or Did Not Meet Expectations categories. These results indicate that nursing students demonstrate strong clinical competencies and practical skills in their Related Learning Experiences (RLE). However, continued mentorship and supervised clinical exposure are necessary to strengthen independent decision-making and prepare students for professional nursing practice.

These findings are consistent with Beltran et al. (2022), who highlighted the strong engagement of nursing students in hands-on clinical learning. Similarly, Palo and Buan (2023) emphasized the role of clinical instructor guidance and collaborative learning in improving students' clinical performance. Overall, the findings suggest that respondents demonstrate strong practical competencies and clinical readiness, although further opportunities for independent practice are essential in developing their professional capabilities.

Table 8 Test of Significant Relationship between Respondents' Level of Self-Efficacy and Their Academic Productivity

Variables	**df**	**P-value**	**Computed**	**Critical value**	**Decision on Ho**	**Interpretation**
Self-efficacy in relation to lecture	12	0.62	10.117	21.026	Failed to Reject Ho	There is no significant relationship between Self-efficacy and Lecture

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Self-efficacy in relation to RLE	8	0.799	4.608	15.507	Failed to Reject Ho	There is no significant relationship between Self-efficacy and Related Learning Experience

Table 8 revealed no statistically significant relationship between self-efficacy and academic productivity in both lecture performance (p=0.620) and Related Learning Experience (RLE) performance (p=0.799), as both p-values exceeded the 0.05 significance level. Furthermore, the computed values were lower than their respective critical values. Thus, the researchers failed to reject the null hypothesis, indicating that self-efficacy was not significantly associated with students' academic and clinical performance.

These findings suggest that academic productivity may be influenced by other factors, such as study habits, time management, cognitive demands, and clinical assessment standards. Although students may possess confidence in their abilities, self-efficacy alone may not guarantee higher academic achievement or clinical performance. Therefore, nursing programs should strengthen academic support through effective study strategies, time-management training, critical-thinking exercises, and continuous clinical guidance.

These results highlight the importance of viewing student development from a multidimensional perspective, recognizing that psychological confidence and academic-clinical performance are distinct aspects of nursing education that require complementary interventions.

Table 9 Test of Significant Difference in the Self-Efficacy of the Respondents When Grouped According to Year Level

Year Level	**n**	**Mean**	**SD**	**Sum of Squares**	**df**	**Mean of Squares**	**F**	**p-Value**	**Decision on Ho**
2nd year	38	29.97	3.17	Between Groups 26.306	2	13.153	.689	.504	**Failed to Reject Ho**
3rd year	40	31.08	4.69	Within Groups 2212.871	116	19.076			
4th year	41	30.85	4.96	Total 2239.177	118				

Table 9 revealed no significant difference in self-efficacy across year levels, with second-year students obtaining a mean of 29.97, third-year students 31.08, and fourth-year students 30.85. The statistical analysis yielded an F-value of 0.689 and a p-value of 0.504, which exceeded the 0.05 significance level. Thus, the researchers failed to reject the null hypothesis, indicating that self-efficacy remains statistically similar regardless of students' year level.

These findings suggest that academic progression and increased clinical exposure do not necessarily result in higher self-efficacy. Although students gain knowledge and clinical experience, their growing awareness of patient care responsibilities may also influence their confidence. Therefore, nursing programs should provide continuous mentorship, progressive clinical exposure, leadership opportunities, and independent decision-making activities to strengthen students' confidence and professional readiness.

These results are consistent with Liaw et al. (2023), who emphasized that nursing students' self-efficacy may be influenced by their increasing awareness of clinical complexities and patient care responsibilities. Similarly, Mano et al. (2022) highlighted the importance of consistent mentorship and standardized RLE experiences in supporting students' development. Overall, the findings indicate that self-efficacy does not

necessarily increase with academic progression, emphasizing the need for continuous support across all year levels.

Table 10 Proposed Self-Efficacy Enhancement Program for Nursing Student

Concerns/Significant Findings	**Specific Objectives**	**Activities**	**Person Responsible**	**Resources**	**Time Frame**	**Success Indicator**
The majority of respondents demonstrated only a moderate level of self-efficacy. Students showed lower confidence in handling stressful and difficult situations. Lecture academic productivity remained only at the "Satisfactory Level"	To strengthen students' confidence in academic and clinical tasks. To improve coping strategies and stress management skills. To improve study habits and academic engagement.	Conduct self-efficacy enhancement seminars and motivational workshops. Organize stress management and coping skills training. Conduct study habits and time management workshops.	Nursing Faculty, Guidance Counselor, Researchers Guidance Counselor, Clinical Instructors Nursing Educators	LCD projector, laptop, printed materials, sound system Handouts, activity sheets, venue PowerPoint presentation, educational materials, notebooks	1st Week 2nd Week 3rd Week	80% of participants actively participate and express improved confidence during evaluation. Students demonstrate positive coping techniques during return demonstration and sharing sessions. Students create study schedules and demonstrate improved classroom participation.
Students benefit from support and guidance from mentors and instructors. Students performed better in RLE compared to lecture performance.	To encourage peer support and collaborative learning. To sustain and further improve clinical confidence and competence.	Establish peer mentoring and academic coaching sessions. Conduct simulation activities and return demonstrations.	Senior Nursing Students, Faculty Members Clinical Instructors	Mentoring guide, consultation area Simulation laboratory equipment, nursing paraphernalia	Whole Semester Monthly	Positive feedback from mentees and increased participation in mentoring sessions. Students perform clinical skills with increased confidence and competence during evaluation.

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Table 10 presents the proposed Self-Efficacy Enhancement Program designed to strengthen nursing students' confidence, coping abilities, and academic and clinical performance. Based on the findings, which revealed moderate self-efficacy, difficulties in managing stressful situations, and satisfactory lecture performance, the program includes seminars, motivational workshops, stress management training, study habit development, peer mentoring, and clinical simulations. These activities will be implemented by nursing faculty, guidance counselors, clinical instructors, and senior nursing students over three weeks, throughout the semester, and monthly sessions, as appropriate. Through these interventions, the program aims to improve students' confidence, promote effective coping and time management, encourage collaborative learning, and enhance clinical competence. Its success will be assessed through active participation, positive feedback, improved study habits, effective coping strategies, and increased confidence in performing academic and clinical tasks.

SUMMARY OF THE FINDINGS

The study was conducted among 119 nursing students to determine the relationship between their level of self-efficacy and academic productivity. The demographic profile reveals a predominantly young student population, with 50.42% falling within the 19-21 age bracket, suggesting a respondent pool composed mostly of third and fourth-year students. Regarding self-efficacy, the data shows that 46.22% of the respondents possess a Moderate level of confidence in their nursing capabilities, while 36.13% reported a High level.

In terms of academic productivity, a significant disparity was observed between theoretical and practical performance. The respondents' lecture performance yielded a Mean of 2.33, with 80.67% falling in the Satisfactory category. In contrast, their Related Learning Experience (RLE) performance was notably higher, with a Mean of 1.93 and 53.78% achieving a Very Satisfactory rating. Despite these descriptive results, the inferential analysis through the Test of Significant Relationship resulted in p-values of 0.62 for Lecture and 0.799 for RLE, leading to the failure to reject the Null Hypothesis.

Furthermore, the ANOVA test for significant difference based on year level ($p=0.504$) confirmed that self-efficacy remains statistically consistent across the second-, third-, and fourth-year levels.

CONCLUSION

Based on the statistical analysis and findings of the study, the following conclusions are drawn: The study reveals that nursing students generally possess a moderate to high level of self-efficacy, indicating a reasonable degree of confidence in their academic and clinical abilities.

Despite this, their academic productivity differs across learning environments, with stronger performance observed in Related Learning Experience (RLE) compared to lecture-based tasks. However, the results of the inferential analysis show that there is no statistically significant relationship between the level of self-efficacy and academic productivity in both lecture and RLE components.

Therefore, the null hypothesis is not rejected, suggesting that self-efficacy alone does not significantly influence students' academic performance in this context. Furthermore, the analysis indicates no significant difference in self-efficacy levels when grouped according to year level. This implies that students' confidence in their abilities remains relatively stable regardless of their progression in the nursing program.

In general, while self-efficacy is an important psychological factor, it may not be the sole determinant of academic productivity among nursing students. Other contributing factors such as learning environment, teaching strategies, clinical exposure, and personal motivation may play a more substantial role in influencing student performance.

Recommendation

Based on the findings and conclusions of this study, the researchers strongly recommend that:

For the Department of Nursing. The department may design and implement programs that enhance both academic and clinical competencies of student nurses. It is recommended to strengthen support systems such as mentoring programs, skills enhancement workshops, and academic advising to help students improve their performance in both lecture and Related Learning Experience (RLE). Additionally, integrating strategies that promote holistic student development may further improve overall academic productivity.

For Faculty and Clinical Instructors. Faculty members and clinical instructors are encouraged to collaborate in providing cohesive and student-centered learning experiences. They may adopt varied teaching strategies such as case-based learning, simulations, and interactive discussions to enhance students' understanding and engagement, particularly in lecture components. At the same time, maintaining a supportive clinical environment through proper supervision, constructive feedback, and guided practice is essential to sustain strong performance in RLE. Continuous encouragement and consistent feedback from both academic and clinical perspectives can help strengthen students' confidence and overall competence.

For Student Nurses. Students are encouraged to actively participate in both classroom and clinical activities to enhance their knowledge and skills. Developing effective study habits, time management, and self-directed learning strategies may improve academic productivity. Additionally, students should seek guidance and feedback from instructors to continuously improve their performance and build confidence.

For Future Researchers. Future studies may explore other factors that influence academic productivity, such as motivation, learning environment, stress levels, and teaching methodologies. Researchers are also encouraged to use a larger sample size or include participants from different institutions to enhance generalizability. Further research may also examine interventions that could strengthen the relationship between self-efficacy and academic performance.

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