

“Yung akala mo sapat na, pero kulang parin pala”: A Qualitative Study on the Factors Affecting the Compliance of Second-Year Nursing with Incomplete Grades in General Education Subjects

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Abstract

Throughout the years, nursing education has been the focus of academic and clinical goals to be able to produce the required healthcare professionals of the future. Only a few students in nursing can synchronize technical subjects with other general education courses, such as Physical Education, Filipino Christian Living, and NSTP. Such an academic imbalance in these student groups frequently leads to incomplete (INC) grades, which in turn could be symbols of lower personal motivation, behavioral patterns, and environmental spheres. To find an answer to this problem, researchers implemented a qualitative phenomenological approach to open the experiences of second-year nursing students who had incomplete grades in non-professional subjects. Using purposive sampling, the pool of participants was fifteen (15) people, and the researchers interviewed them with semi-structured questions that encouraged sharing their opinions, feelings, difficulties, and methods of support. The collected materials were converted to transcripts, coding, and theme-based analysis according to Bandura's Social Cognitive Theory principles. Three main thematic clusters outlining the participants' communal experiences surfaced from the analysis: (a) “Alam Ko Pero Di Ko Inuuna” – Personal and Behavioral Struggles in Compliance, which deals with procrastination, low motivation, and prioritization of major subjects; (b) “Natatambakan Na” – Academic Pressure and Environmental Influences, which leads to clinical demands, family expectations, lack of time management, and peer impact; and (c) “Gusto Ko Na Magbago” – Realizations and Attempts Toward Academic Responsibility, presenting recognition, longing for improvement, and understanding the significance of general education in holistic growth. These thematic clusters identified by the authors served as the basis of their conclusion that the issue of non-compliance in non-professional subjects cannot be solely attributed to negligence but rather stems from the ongoing interplay of personal beliefs, behaviors, academic overload, and environmental pressures. Despite the hardships they encountered, students affirmed their readiness to change and acknowledged that their academic lapses should not be considered as a dismissal but rather as an opening for development, introspection, and metamorphosis into more mature learners.

Keywords: *Nursing students, incomplete grades, general education subjects, compliance, phenomenological study, Social Cognitive Theory, academic motivation, environmental influences.*



I. INTRODUCTION

The path of nursing students to tertiary education is beset with different academic challenges that call for accommodation in cognition, emotions, and behavior. Such is the accomplishment of equilibrium among professional or major courses in nursing and non-professional or general education (GE) courses like Physical Education, Filipino Christian Living, and National Service Training Program. Although the intention of general education courses is to promote overall development, critical thinking, and interpersonal skills, nursing students rank them below professional courses. This kind of attitude normally leads to disinterest, shallow effort, and thus, partial grades. These results indicate an increasing issue at nursing school—the overwhelming practice of students undervaluing courses that, while not clinically related, make them better-rounded future healthcare professionals.

General education courses are the foundations upon which well-crafted nurses are constructed. They foster such "soft" competencies as communication, compassion, adaptability, and ethical reasoning, all of which are immensely beneficial when caring for patients. Others, however, have difficulty meeting academically necessary standards in these kinds of courses because of other academic demands, lack of motivation, or other stresses. Academic workload, poor time management, and the perception that non-professional courses are not relevant are a few of the reasons isolated in earlier studies to have fewer compliance among nursing students. When students believe the efforts they put into these fields are "sapat na" (sufficient) but discover they were really "kulang pa rin pala" (not enough), then this is a perception-expectation mismatch. Such an experience tends to result in frustration and poor compliance, which calls for another study on the determinants of this outcome.

This research is based on *Bandura's Social Cognitive Theory*, which states that behavior, personal, and environmental factors are constantly interacting to affect human performance and learning. Under this theory, nursing students' adherence to non-professional courses can be viewed as an effect of reciprocal determinism—whereby their internal thoughts and motivation (personal), learning process (behavioral), and learning situation (environmental) interact constantly. For example, low-motivation students might not comply with courses if the learning environment is not facilitated or when other people and their families ridicule non-professional courses. On the other hand, well-supported students see the importance of GE courses and plan well to have better academic compliance.

The setting of the Perpetual Help College of Manila is the appropriate environment for this question because the college puts equal importance on academic excellence and



values education. Even with second-year nursing students having the dual focus, however, they are still unable to finish their general education courses with a high rate of incomplete (INC) grades. This is something that is problematic because it asks questions about how the students' perceptions, motivations, and environmental factors affect one another in influencing their learning behavior. It is important to understand these dynamics, not only for ensuring compliance but also for maintaining nursing education as a whole—to balance technical proficiency with personal development and civic engagement.

Thus, this research seeks to identify the personal, behavioral, and environmental determinants of compliance with general education courses among second-year nursing students with outstanding grades. Through an analysis of these students' lives and knowledge, the research will explore why non-compliance happens and how it affects academic engagement. The results should give teachers and administrators evidence-based answers about how to increase students' motivation to emphasize the importance of GE courses and maintain supportive institutional processes. Finally, this study is also meant to help in setting up a more equitable and balanced system of nursing education that works equally well to promote professional competence and human flourishing.

Statement of the Problem

This study examined the factors affecting the compliance of second-year nursing students with their academic responsibilities in non-professional subjects. It sought to identify the influences on their fulfillment of these responsibilities and aimed to address the following questions:

Research Grand Question: “What are the underlying personal, academic, and institutional factors affecting the compliance of second-year nursing students to their non-professional (general education) subjects—particularly those resulting in incomplete grades—and how do these factors interact to influence their academic performance, perceived sufficiency of effort, and overall engagement in these courses?”

1. What are the personal factors: self-efficacy, motivation, and beliefs, that influence compliance to non-professional subjects among second-year students of nursing?
2. What behavioral factors, such as time management, interest, and changes in lifestyle are associated with the compliance of second-year nursing students in nonprofessional subject requirements?



3. What are the environmental factors such as family support, peer influence, institutional resources, and relevance of curriculum, that influence compliance with nonprofessional subjects among second-year students of nursing?
4. What are the contributions of personal, behavioral, and environmental factors in shaping the compliance of second-year nursing students in non-professional subjects?
5. What are the main complaints of second-year students concerning compliance with the requirements in their non-professional subjects?
6. What aspects of compliance with non-professional subjects relate to the holistic development and academic performance of second-year nursing students?

II. METHODOLOGY

1.1 Study Design

This study utilized a **Phenomenological qualitative research design** to explore the personal, behavioral, and environmental factors affecting the compliance of second-year nursing students with incomplete (INC) grades in their general education subjects at Perpetual Help College of Manila. A qualitative design was deemed appropriate because it allowed the researchers to capture in-depth narratives, emotions, attitudes, and motivations of participants toward their academic responsibilities. Through phenomenological inquiry using semi-structured interviews, the researchers aimed to understand how internal factors (motivation, time management, perception of relevance) and external influences (family expectations, peer influence, and institutional demands) shape students' compliance behaviors. This approach provided a holistic perspective on the lived experiences of nursing students navigating both major and non-professional academic requirements.

1.2 Participants and Settings

The research was conducted at **Perpetual Help College of Manila**, specifically within the College of Nursing. **Fifteen (15)** second-year nursing students who received an **Incomplete (INC)** grade in any general education subject were selected using **purposive sampling**. This non-probability sampling technique ensured that only individuals with firsthand experience of the phenomenon were included. Participants were carefully selected based on predefined criteria such as year level, enrollment status, and presence of INC grades in non-professional subjects. This method ensured diversity in terms of gender, academic performance, and personal backgrounds. The school environment, which emphasizes both academic excellence

and value formation, served as a meaningful context for exploring the academic struggles of nursing students.

1.3 Data Collection

Data were collected through **semi-structured interviews** using a validated interview guide. Formal letters requesting permission to conduct the study were first approved by the school administration and faculty. Interviews were conducted in a quiet, private setting within the campus to ensure confidentiality and participant comfort.

The interview instrument consisted of four major sections:

- **Demographic Profile** (age, gender, family background, socio-economic status)
- **Behavioral Factors** (motivation, prioritization, scheduling, resource availability)
- **Personal Factors** (time management, interest, academic pressure, emotional state)
- **Environmental Factors** (peer influence, family expectations, school support)

Questions were patterned after validated tools from Cabaobao et al. (2022), Llego et al. (2020), and Fajar et al. (2019).

All responses were audio-recorded, transcribed verbatim, and securely stored. Ethical procedures such as informed consent, voluntary participation, and confidentiality were strictly observed.

1.4 Data Analysis

The data collected from interviews were analyzed using thematic analysis, guided by content analysis techniques. The process involved transcription, familiarization with the data, coding meaningful statements, categorizing similar codes into themes, and interpreting the results in relation to Bandura's Social Cognitive Theory. Themes were derived both inductively from student responses and deductively using the study's conceptual framework.

Content analysis was applied to systematically organize data, ensuring that both explicit and implicit factors affecting compliance were accurately captured. This method allowed the researchers to identify recurring patterns such as procrastination, academic overload, lack of motivation, and environmental pressures. Member checking and peer review were conducted to ensure the credibility and trustworthiness of the analysis. The final themes became the foundation for the study's results and discussion.

III. RESULTS and DISCUSSION

3. 1 Results

Data for the study came from semi-structured interviews and were examined by thematic coding and content analysis. The meaning of the respondents' words became clear through the transcription, coding, categorization, and clustering of the participant responses. The patterns they revealed were carefully worked out in terms of codes, sub-themes, and major themes, representing the influences on the personal, behavioral, and environmental aspects of the respondents' lives. The Tri-Factor Dynamic Model, which sees learner compliance as being influenced by the mutual interaction of personal beliefs, behavioral decisions, and environmental conditions, was used as a framework for the data organization.

The presentation of the findings in this chapter is of a sequential nature. Firstly, the demographic profile of the participants is outlined to give a background to their academic and personal situations. After that, a detailed discussion of three major themes and their sub-themes follows, with the help of the direct quotes of the participants to reflect the authenticity of their lived experiences. Each theme is an example of how inner motivation, academic behavior, and external pressure could either lead to academic compliance or non-compliance in non-professional subjects. These discoveries are the basis for the analysis and interpretation, which are the subject of the following chapter.

<i>Behavioral Section</i>	
3.1.1 How does a lack of motivation impact students' performance and contribute to an INC rating?	
Codes	Themes
CODE 1: Low energy and absenteeism	THEME 1: Lack of Energy and Class Attendance Issues
CODE 2: Procrastination and cramming	THEME 2: Procrastination and Last-Minute Work
CODE 3: Deprioritization of non-professional subjects	THEME 3: Perceived Lack of Importance of Non-Professional Subjects

The research shows that nursing students who receive INC ratings in their general education subjects primarily struggle with motivation issues. The majority of participants



(87%) reported experiencing low energy and mental fatigue and reduced internal drive which prevented them from attending classes regularly and finishing their academic work. Students who lacked motivation tended to disconnect from their coursework especially when they viewed the subjects as unimportant.

The majority of students chose to downplay the importance of their general education subjects as their primary behavioral response. Students revealed they dedicated their most significant work to nursing fundamentals and health assessment because they believed these subjects directly affected their future career. Students neglected their minor subjects by either postponing them until they had free time or by completely forgetting about them which resulted in unfinished work and INC grades.

The study revealed that students practiced procrastination and avoidance behaviors although these behaviors occurred less frequently than other responses (13%). Students reported that they postponed their work until deadlines approached while they either rushed to finish everything at once or gave up on requirements when they felt overwhelmed. The pattern shows that weak motivation causes students to put off their work which creates stress that makes them unable to finish their assignments. The research demonstrates that student motivation affects their thinking patterns and academic actions because reduced motivation causes students to miss classes and change their focus and delay their work and fail to meet their academic responsibilities.

3.1.2 To what extent does interest in a subject matter affect students' compliance to their non-professional subjects?	
Codes	Themes
CODE 1: Compliance based on interest	THEME 1: Interest as a Driver for Compliance
CODE 2: Compliance due to requirement	THEME 2: Compliance due to Academic Needs
CODE 3: Lack of interest due to misalignment with the program	THEME 3: Disinterest As a Result of Program Misalignment
CODE 4: Prioritization of professional subjects despite lacking interest	THEME 4: Showing preference for professional subjects over non professional subjects



The study revealed that nursing students' level of interest in a subject matter plays a significant role in determining their compliance with academic requirements in non-professional subjects. Under Theme 1: Interest as a Driver for Compliance, results showed that students who expressed genuine curiosity and enjoyment in certain general education subjects exhibited consistent attendance, active participation, and timely completion of academic outputs. Participants explained that when the subject content aligned with their personal interests or was taught engagingly, they felt more inclined to invest time and effort in meeting course expectations. This intrinsic motivation served as a major factor in sustaining their academic performance and minimizing the chances of receiving incomplete (INC) ratings.

On the other hand, Theme 2: Compliance due to Academic Needs indicated that a notable portion of students complied with non-professional subject requirements primarily out of obligation rather than enthusiasm. These students acknowledged that their engagement was driven by the need to fulfill academic standards or to maintain satisfactory grades. While they attended classes and submitted requirements, their participation was often superficial and lacked genuine engagement with the learning material. This finding suggests that extrinsic motivation, while effective in promoting compliance, does not necessarily foster meaningful learning or academic satisfaction among students.

Meanwhile, Theme 3: Disinterest as a Result of Program Misalignment captured the perspectives of students who expressed that some non-professional subjects seemed unrelated to their nursing program. These participants reported feeling disengaged because they perceived little connection between the course content and their chosen field of study. This lack of perceived relevance often led to lower participation rates, incomplete tasks, and minimal effort devoted to coursework. The data imply that when students fail to see the significance of a subject in relation to their professional identity, motivation naturally declines, leading to inconsistent academic behavior.

Lastly, Theme 4: Showing Preference for Professional Subjects over Non-Professional Subjects reflected the tendency of nursing students to prioritize major subjects that they deemed essential to their future careers. Participants admitted allocating more time and effort to professional courses even when they lacked personal interest in them, simply because these subjects were considered critical for clinical competence and board preparation. Consequently, non-professional subjects were often treated as secondary, receiving less attention and effort, which at times resulted in lower academic performance or incomplete grades.

In conclusion, the findings demonstrate that nursing students' compliance with non-professional subjects is closely tied to both intrinsic and extrinsic motivational factors.



When interest is present, compliance tends to be proactive and meaningful. However, when motivation is externally driven or hindered by perceived irrelevance, compliance becomes mechanical and less effective. This underscores the importance of fostering student engagement through meaningful connections between general education and professional courses to enhance learning motivation and academic outcomes.

3.1.3 How does the school schedule affect your ability to comply with non-professional subjects?	
Codes	Themes
CODE 1: Perceived Relevance of Non-Professional Subjects	THEME 1: Minimal effort and Deprioritize
CODE 2: Time Constraints due to Professional subject demands schedule	THEME 2: Scheduling Conflicts in Non-Professional Subjects
CODE 3: Reduced Prioritization of Minor Subjects	THEME 3: Perceived Lack of Importance of Non-Professional Subjects
CODE 4: Perceived Manageability of Schedule	

The research revealed that the school schedule significantly influences students' compliance with their non-professional subjects. Many nursing students expressed that the timing of minor subjects—often placed late in the day or after major subjects—reduced their concentration and motivation to participate. Four participants (%) mentioned that evening schedules made it difficult for them to focus after a full day of major classes and hospital duties, leading to minimal effort and incomplete tasks.

Six participants (%) stated that consecutive duties and major subject requirements took most of their time and energy, causing them to neglect their non-professional subjects. This pattern reflects that students often deprioritize these subjects, perceiving them as less important to their professional growth.

Additionally, four participants (%) pointed out that sudden schedule changes and overlapping class times caused stress and disrupted their study routine, resulting in missed classes or incomplete submissions. However, one participant (%) noted that the current schedule remains manageable, showing that some students are able to adapt effectively.

Overall, the findings demonstrate that the structure and timing of school schedules directly affect students' focus, time management, and prioritization. A heavy or disorganized academic schedule can cause decreased compliance with non-professional subjects, reinforcing the belief that these subjects are less significant compared to core nursing courses.

<i>Personal Section</i>	
3.1.4 How do you manage time for your non-professional subjects amidst other demands in your academic and personal life?	
Codes	Themes
CODE 1: Adherence Driven by Interest	THEME 1: Compliance for Academic Progress
CODE 2: Neglected Significance	THEME 2: Dismissed Relevance
CODE 3: Balanced Self-Directed Responsibility	THEME 3: Strategic Task Prioritization
CODE 4: Academic Compliance	THEME 4: Compliance for Academic Progress

The research findings indicate that nursing students manage their time for non-professional subjects based on prioritization and perceived importance. Most participants (6) reported focusing on major subjects first before attending to minor subjects. This behavior highlights compliance driven by academic priorities, where students dedicate their time to tasks they believe are more essential to their professional growth.

Two participants shared that their household roles, particularly being the eldest, influence how they manage their time. They often complete domestic responsibilities before engaging in academic tasks, showing self-regulation and role-based prioritization that blends personal and academic duties.

Three participants admitted that they often delay working on minor subjects, completing them only at the last minute. This demonstrates dismissed relevance, as students perceive these subjects as less important, resulting in reduced effort and incomplete submissions.

However, four participants expressed a conscious effort to manage time efficiently by finishing all academic tasks before engaging in personal activities. This reflects academic compliance and discipline, where students strive to meet academic standards despite multiple demands.

Overall, the findings reveal that students' time management strategies are heavily influenced by their sense of priority, household roles, and motivation levels. Those who view minor subjects as less significant tend to procrastinate, while others who maintain structured routines achieve better compliance and academic balance.

3.1.5 How does your level of interest in non-professional subjects impact your motivation to complete their requirements?	
Codes	Themes
CODE 1: Compliance unaffiliated with any particular engagement	THEME 1: Academic Responsibility with Less Engagement
CODE 2: Managing Non-Professional Subject with Micro Subject Compliance	THEME 2: Wise Academic Prioritization
CODE 3: Applying Efforts Pursuant to Interest in Non- Professional Matters	THEME 3: Interest-Driven Productive Academic Engagement
CODE 4: Commitment for Academic Advancement	

The analysis revealed that students' motivation to comply with the requirements in their non-professional subjects is influenced by how significant or worthwhile they consider it for them. About 27% of the respondents (4 students) mentioned that they simply adhered to the requirements because they had to, showing very little interest and emotional investment. For them, motivation was not to learn but because of the basic need not to fail the subject.

Meanwhile, 40% of the participants (6 students) mentioned that they focused on their major nursing subjects. For these students, tasks were prioritized and more energy was devoted to courses that would directly relate to their future careers. This thus led to the needs from the non-professional subjects being postponed, rushed, or less emphasized since they were not as urgent as those major courses.



Interest was only triggered for 33% of the participants (5 students) when the content in non-professional subjects matched their personal interest or when they perceived the lessons to be relevant either to their lives or to their clinical practice. In the case of these students, interest provided the impetus for active engagement, and therefore, they were more willing to participate and finish the requirements with more effort.

Overall, these findings demonstrate how the level of interest strongly shapes motivation: low interest leads to mere compliance, prioritization on major subjects delays performance, and interest-driven relevance encourages genuine academic engagement in non-professional subjects.

3.1.6 What personal factors do you think most hinder your compliance with the requirements of non-professional subjects?	
Codes	Themes
CODE 1: Poor Time Management	THEME 1: Challenges in time management
CODE 2: School Schedule	THEME 2: Reduced focus on Non-professional subjects due to other responsibilities
CODE 3: Level of Interest	THEME 3: Minimal Interest in Non-professional subjects
CODE 4: No Significant Hindrances	THEME 4: No significant factors affecting Non-professional subjects requirements

The findings revealed that the greatest personal factor hindering students' compliance with non-professional subject requirements is difficulty in time management. A total of 53% of the participants expressed that fulfilling academic tasks becomes harder "especially when time management is difficult." This proves that if students cannot properly divide their time among various responsibilities, compliance automatically weakens. As nursing students carry heavy workloads from major subjects, clinical duties, quizzes, and continuous assessments, their limited time distribution forces them to prioritize what is most essential for them to pass. In effect, non-professional subjects receive the least attention because students simply do not have the same amount of available time to accomplish requirements equally.



Meanwhile, the school schedule was reported by 27% of the participants as the major hindrance. In this regard, they said that the first barrier comes from class scheduling; scheduling often conflicts, or classes are scheduled too close to each other, or such that it removes students' flexibility to distribute their tasks. If schedule congestion happens, students experience physical and mental time pressure which restricts their ability to focus on other requirements outside their major subjects. Therefore, the presence of a tight schedule will directly influence the amount of work they can deliver in general education subjects.

A further 20% of the respondents mentioned interest as a determining factor. As explained by these students, "Being interested is really important," because if they are not interested in the topic or if they cannot see any personal relevance, then they do not feel motivated to do more. In instances when their interest is high, their performance is likewise influenced: more consistent, more participative, and more compliant to what has been set. Conversely, "Low interest means no participation, delayed outputs, and less drive to comply."

Lastly, 7% of the participants shared that there are no hindrances in passing requirements. These students have shown that, even with other academic responsibilities, one can still meet requirements on non-professional matters when time is well organized or when personal initiative is strong. This group shows that hindering factors may not affect all students the same way because they may have stronger personal discipline, awareness, or time allocation strategies. On the whole, these results clearly manifest that personal factors such as time management, academic schedule, and level of interest greatly determine compliance. It also points out that students react to academic stress differently: some are challenged by the whole workload, whereas a small group is able to perform steadily across subjects despite similar conditions.

3.1.7 What personal factors do you think most hinder your compliance with the requirements of non-professional subjects?	
Codes	Themes
CODE 1: Trouble Balancing Time	THEME 1: Impact of Time Constraint on Performance
CODE 2: Subject Workloads	THEME 2: Overwhelming workloads and Deadlines
CODE 3: Minimal Challenges Faced	THEME 3: Maintaining Effort Despite Subject Importance

The results revealed that the greatest personal factor hindering students' compliance with non-professional subject requirements was the difficulty in balancing time. Eight participants expressed that they found it hard to balance their schedules, suggesting that poor time management significantly affected their performance. This corresponds to the theme Impact of Time Constraint on Performance, which illustrates that when students fail to prioritize between professional and non-professional subjects, their ability to meet deadlines and produce quality outputs declines. The heavy academic load from major subjects and clinical duties limits the time available for general education courses, leading to prioritization struggles and increased academic stress. Consequently, non-professional subjects often receive less focus and effort because of these competing responsibilities.

In addition, four participants identified heavy subject workloads as the main factor hindering compliance. This reflects the theme Overwhelming Workloads and Deadlines. According to the responses, the large volume of academic tasks and numerous requirements—particularly when deadlines coincide—creates fatigue and pressure. The overlapping responsibilities from both professional and non-professional courses lead to an imbalance in focus, reduced motivation, and inconsistent academic performance.

Furthermore, three participants reported experiencing minimal challenges in fulfilling their non-professional subject requirements, stating that their academic progress had been manageable. This supports the theme Maintaining Effort Despite Subject Importance, suggesting that some students can balance their tasks effectively through proper time management and self-discipline. These individuals demonstrate that, despite heavy

workloads and academic demands, consistent effort and organization allow them to perform steadily across subjects.

Overall, the findings suggest that personal factors such as time management skills, workload intensity, and individual adaptability play a significant role in determining students' compliance with non-professional subject requirements. While most students encounter difficulties managing time and workload, a smaller group succeeds in maintaining academic balance through discipline and effective study strategies.

<i>Environmental Section</i>	
3.1.8 What role does peer support play in students' motivation to comply with assignments and deadlines in non-professional subjects?	
Codes	Themes
CODE 1: Peers as motivators and support system	THEME 1: Peers as a Positive Influence on Motivation and Compliance
CODE 2: Negative peer influence leading to non-compliance	THEME 2: Negative Peer Influence as a Barrier to Compliance
CODE 3: Peer conformity—following the majority's actions	THEME 3: Adherence to Peers in Decision-Making

The results indicated that peer support had a noticeable impact on students' motivation to meet the requirements and deadlines of their non-professional subjects. Many participants described how encouragement from classmates influenced their consistency and sense of accountability. Twelve students specifically mentioned that having peers who motivate and remind them to submit on time helps them stay on track. When surrounded by diligent and cooperative classmates, students felt more driven to accomplish tasks, showing that a positive peer environment fosters discipline, teamwork, and academic commitment.

However, peer influence was not always beneficial. Two participants admitted that when their peers showed little interest or effort in class, they also tended to lose motivation. In such cases, laziness and disengagement from peers resulted in missed deadlines and reduced participation. This suggests that the influence of peers can either reinforce or weaken a student's drive to comply with academic requirements, depending on the group's shared attitude toward learning.

One participant also shared that their actions often depend on what the majority of their friends do. This demonstrates the effect of peer conformity, where students adjust their

behavior to match the dominant habits within their group. When peers collectively commit to submitting requirements, individual compliance improves. Conversely, if the group is indifferent or inactive, non-compliance becomes more likely. Overall, the study shows that peer support serves as both a motivator and a mirror of behavior, strongly shaping how students manage their tasks and meet academic expectations.

3.1.9 How do family expectations regarding academic performance influence students' compliance with non-professional subjects?

Codes	Themes
CODE 1: Parental Expectation	THEME 1: Impact of Parental Expectation on Performance
CODE 2: Encouragement and Support from Family	THEME 2: Positive Reinforcement

Findings revealed that a significant majority of the 15 participants are struggling with compliance in non-professional subjects, with more than half (53%) experiencing the greatest difficulties. This high percentage suggests that the academic environment or workload presents widespread systemic challenges that impede task completion for most students, making it inherently difficult for them to balance their heavy major subject requirements including clinical duties, quizzes, and continuous assessments with general education tasks. The structural barriers, highlighted by quotes about the struggle to balance work and personal life (47%) and a general lack of time and resources (20%), underscore the issues of Access to Resources and Inconsistent School Attendance cited in the coding, proving that the environmental pressures are acutely felt.

Furthermore, a substantial segment, specifically 40% of the participants, reported challenges that spanned both emotional and academic domains. This dual burden indicates that the pressures faced are not merely about coursework volume but also involve significant psychological stress and strain on their well-being, confirming the presence of a palpable Social and Emotional Impact (THEME 2). When students are forced to constantly triage their academic responsibilities, non-professional subjects inevitably receive reduced attention, leading to delayed outputs and decreased participation, particularly when compounded by a perceived lack of relevance (THEME 4)

The struggle is also exacerbated by scheduling congestion, which removes the students' flexibility to distribute tasks effectively, a key factor mentioned in the conceptualization



section. This tight schedule restriction directly influences the amount of work they can deliver in general education subjects. Lastly, the fact that 7% of participants expressed being pressured to report even minor difficulties highlights a low tolerance for obstacles or an environment where even small issues are magnified. This implies students may feel intense scrutiny, where perceived failure or minor setbacks must be immediately acknowledged. Collectively, these findings paint a clear picture of an academically demanding setting where most students face significant structural and emotional hurdles, and the ability to cope depends heavily on robust personal discipline, which not all students possess.

3.1.10 What environmental factors make it harder for you to complete tasks for non-professional subjects?	
Codes	Themes
CODE 1: Availability of Learning Materials	THEME 1: Access to Resources
CODE 2: Lack of Interest and Motivation	THEME 2: Social and Emotional Impact
CODE 3: Inconsistent School Attendance	THEME 3: Impact of Barriers to School Attendance
CODE 4: Not Applicable	THEME 4: Non-Relevance

Findings revealed that environmental factors significantly hinder students' ability to complete tasks for non-professional subjects, primarily through the strain on their time and resources. The most prominent factor, affecting nearly half of the participants, was the difficulty in balancing external responsibilities: 47% (7 participants) explicitly stated, "I am having a hard time balancing my work and personal life." This pervasive struggle immediately reduces the time and energy available for non-major coursework, contributing heavily to the Social and Emotional Impact (THEME 2) students experience.

Further structural and resource constraints were reported by nearly half of the remaining participants. Specifically, 27% (4 participants) often experience "challenges and barriers to school attendance," while 20% (3 participants) indicated a "lack of time and resources when it comes to school activities." These responses underscore THEME 1: Access to Resources and THEME 3: Impact of Barriers to School Attendance, illustrating how a demanding school schedule, coupled with limited resources, creates systemic obstacles



that force students to prioritize their heavier major subject workload over non-professional requirements.

Finally, a small but important minority demonstrated resilience against these pressures. 7% (1 participant) reported, "I am not experiencing any hindrance," which highlights that while the majority faces significant environmental barriers, these challenges are not universally debilitating. This individual likely possesses strong self-care and time management strategies, proving that personal initiative can mitigate even severe external pressures. Collectively, these data points show that resource scarcity, scheduling conflicts, and work-life balance are the dominant environmental determinants of compliance.

3.2 Discussion

The findings of the study revealed that the compliance of second-year nursing students in non-professional subjects is influenced by the complex interaction of behavioral, personal, and environmental factors. This supports Bandura's Social Cognitive Theory, which states that human behavior is shaped by reciprocal interactions between personal beliefs, behavioral patterns, and environmental influences. The study confirms that students' compliance behavior is not determined by a single factor but by a dynamic system of internal motivations and external pressures that collectively influence academic engagement and performance.

Behaviorally, students' interest in a subject emerged as a key factor affecting compliance. Those who expressed genuine curiosity and engagement in general education subjects such as Physical Education (PE), Filipino Christian Living (FCL), and NSTP demonstrated better attendance, higher participation, and more consistent completion of requirements. This behavioral trend reflects the assertion of Llego et al. (2020) that excessive academic workload and stress can significantly reduce students' enthusiasm toward non-major subjects.

On the personal aspect, time management and prioritization were identified as critical determinants of compliance. Most participants reported prioritizing professional subjects over general education courses, perceiving the former as more essential to their future nursing careers. This academic prioritization mirrors Oducado (2019), who emphasized that early performance and proactive engagement strongly influence final academic outcomes. Ineffective time management and overlapping academic requirements were recurrent issues among respondents, often resulting in missed deadlines and incomplete outputs in non-professional courses. The findings therefore highlight the importance of equipping nursing students with time-management strategies and personal accountability skills to balance both core and non-core subjects effectively.

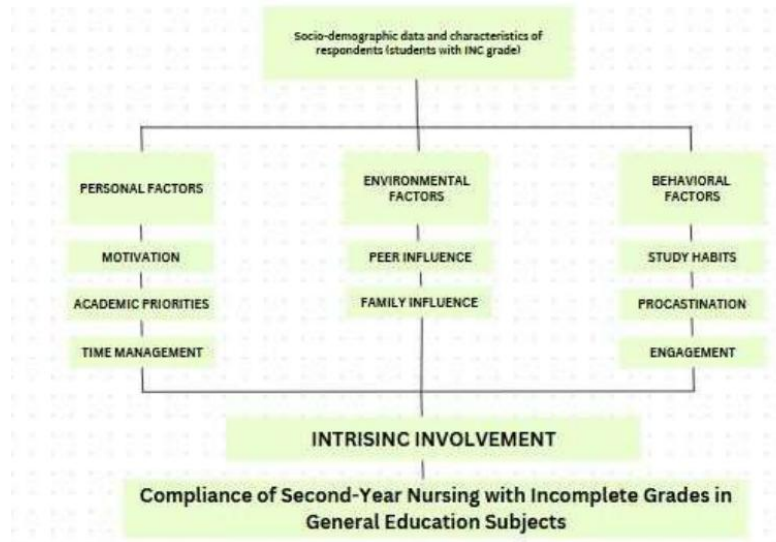


Environmental factors also exerted significant influence on student compliance. Family expectations, peer influence, and institutional policies shaped students' motivation to complete requirements. Participants revealed that while supportive peers encouraged productivity, negative peer attitudes—such as collective disengagement from minor subjects—tended to reinforce non-compliance. Similarly, family expectations were found to vary, with some families expressing limited concern for non-professional subjects, believing they had little bearing on the nursing program. These observations are consistent with Cabaobao et al. (2022), who found that external factors such as limited institutional support, lack of resources, and family pressures directly hinder student compliance. This aligns with Fajar et al. (2019) and Al Husaini (2023), who both emphasized that academic structure, faculty quality, and institutional environment significantly affect student compliance and retention.

The study's results also support Fooladi et al. (2022) and Mthimunye et al. (2020), who observed that nursing students worldwide experience similar challenges such as workload imbalance, insufficient academic support, and difficulty adjusting to curriculum demands. These findings reinforce that compliance issues in non-professional subjects are not unique to local nursing education but reflect broader systemic patterns within the global academic framework.

Overall, the research revealed that compliance in non-professional subjects is largely shaped by the perceived value of these courses and the institutional systems that support them. When students understand the relevance of general education courses to their nursing profession—such as how communication, ethics, and holistic care relate to patient outcomes—they demonstrate greater motivation and responsibility. Conversely, when courses are seen as disconnected from professional practice, compliance declines. The data therefore underscore the need for curriculum integration that bridges professional and non-professional learning, ensuring that general education subjects are contextualized within nursing competencies.

IV. CONCLUSION



The findings of this study revealed that the compliance of second-year nursing students with incomplete (INC) grades in general education subjects is influenced by an interplay of behavioral, personal, and environmental factors, aligning with the Tri-Factor Dynamic Model anchored in Bandura's Social Cognitive Theory (1986). The behavioral domain reflected low motivation, procrastination, and the tendency to prioritize professional courses over general education subjects—behaviors that lead to delayed submission of requirements and academic disengagement. These results are consistent with the findings of Cabaobao et al. (2022) and Fajar et al. (2019), who emphasized that lack of academic drive and ineffective study behaviors significantly decrease students' course compliance. Similarly, Reyes et al. (2019) noted that heavy academic workload and misplaced priorities limit nursing students' participation in non-major subjects, mirroring the patterns observed in this research.

Personal factors, the second domain of the model, included poor time management, weak self-discipline, and low intrinsic motivation to engage in non-professional subjects. Participants admitted that they often viewed these courses as secondary to their nursing-related studies, a perception supported by Llego et al. (2020), who found that nursing students frequently consider general education subjects less relevant to their professional preparation. This internal undervaluing affects both mental engagement and learning behaviors, leading to incomplete academic performance. The Tri-Factor Dynamic Model suggests that such personal beliefs directly influence behavioral outcomes—students who fail to regulate their priorities or find personal meaning in their coursework exhibit weaker compliance. In this sense, personal



motivation becomes the driving force that bridges one's academic behavior and external pressures.

The third domain, environmental factors, encompassed family expectations, peer influence, and institutional workload. Some participants were motivated by supportive family and peer networks, while others experienced discouragement due to negative peer norms or excessive academic pressure. This corresponds with Torres, Rivera, and Cruz (2020), who emphasized that social environments significantly shape academic discipline and perseverance among nursing students. Likewise, Villanueva and Ramos (2021) and Lopez (2020) asserted that value-based education and nurturing environments enhance academic responsibility. Collectively, these findings affirm the premise of the Tri-Factor Dynamic Model that personal, behavioral, and environmental forces constantly interact to influence compliance behaviors. In this study, when intrinsic motivation weakened and environmental support declined, non-compliance increased—culminating in incomplete grades. Thus, the results underscore the importance of creating holistic interventions that address not only student behavior but also their personal motivation and academic environments, fostering a balanced and value-oriented approach to nursing education.

5.3 Suggestions and Recommendations

The following are the recommendations based on this study to assist students, families, teachers, and potential researchers in addressing the factors influencing the compliance of second-year nursing students with their non-professional subjects:

5.3.1 For Students

- Develop good time management skills to split the workload between professional and non-professional subjects.
- Identify the importance of general education courses in gaining a broad set of skills transferable to critical thinking, communication, and problem-solving in nursing.
- Utilize self-discipline and self-study to reduce procrastination and maximize compliance with course requirements.



5.3.2 For Families

- Foster a constructive academic culture by helping students keep up with their workload without increased stress.

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- Provide a well-disciplined and conducive home environment that allows productivity and minimizes distraction.

5.3.3 For Teachers

- Adjust class schedules and timetables to avoid student overload and allow for improved work-life academic load.
- Offer academic interventions like mentoring, study skills workshops, or support programs to students experiencing motivation issues.
- Emphasize the applicability of non-professional courses by relating them to nursing-related case studies or field applications.

For Future Researchers

- Investigate other variables like mental health, financial hardship, and learning styles to get a better understanding of student compliance.
- Conduct longitudinal analyses to contrast the effect of compliance with non-professional courses on long-term career and academic performance in nursing.
- Examine the effect of modified curricula on student participation in general education courses.



Align with these recommendations, students, families, teachers, and researchers can make a more efficient learning environment, making non-professional subjects worthwhile and incorporated into nursing education for a more holistic academic experience

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