



THE RELATIVE CONTRIBUTION OF ACADEMIC PASSION TO ACADEMIC WELL-BEING AMONG NURSING STUDENTS

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Abstract:

The current study aimed to reveal the relative contribution of academic passion to the academic well-being among nursing students. To achieve the study objectives, a sample of (143) male and female students from Palestinian students inside the Arabs (48) was selected by using the available sample method for the summer semester of the academic year 2023-2024. The academic passion scale and the academic well-being scale were applied to them. The results showed that the level of academic well-being was within the high level and that there were no statistically significant differences at ($\alpha=0.05$) in the responses of the sample members on the academic well-being scale attributed to the gender and academic level. The results also showed that whenever the obsessive academic passion increases by a standard unit, the academic well-being increases (0.489), and whenever the harmonious academic passion increases by a standard unit, the academic well-being increases (0.297).

Keywords: academic passion, academic well-being, nursing students

1. Introduction

University students, in general, face many challenges, obstacles, and problems that may affect their levels of academic well-being in one way or another. When talking about nursing students, it can be said that their academic well-being is of utmost importance due to the challenges and pressures they face, which are represented by the theoretical academic burden and the practical aspects that follow it in hospitals.

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These pressures may cause them high levels of anxiety, tension, and stress and may be the result of the demands of academic life represented by academic tasks, success in various courses, patient care and daily academic life experience and the consequent various material requirements and this may affect in one way or another their levels of academic well-being, which is linked to their academic performance (Govorova *et al.*, 2020).

The academic well-being includes all factors that promote good academic performance, such as academic achievement, academic stress and academic satisfaction. Academic well-being is associated with positive student outcomes, better expectations, higher outcomes and higher academic satisfaction (Shek & Chai, 2020).

Stoeber *et al.* (2011), Bélanger & Ratelle (2021) and Schellenberg & Bailis (2015) indicated that students with high academic passion engage more deeply in the learning process, which leads to better understanding and retention of knowledge. They also have intrinsic motivation that increases their levels of perseverance and determination. Academic passion is associated with positive psychological outcomes such as increased self-esteem, satisfaction and overall quality of life. Students with high academic passion often feel a sense of purpose and accomplishment, which reduces stress and anxiety associated with various academic pressures.

2. Theoretical Literature

2.1 Academic Well-Being

The academic well-being includes the concept of emotional self, cognitive self, as well as the love of academic subjects and related matters (Elovainio *et al.*, 2011). The academic well-being is defined as the degree to which a student functions effectively in the academic community (Fraillon, 2004). Noble *et al.* (2008) defines it as a sustained state of positive mood, attitudes, resilience, self-satisfaction, relationships and experience at school. It is also defined as the set of foundations, knowledge and skills that students possess to participate effectively as lifelong learners today and to be effective workers and participating members (Borgonović & Pál, 2016). Ibrahim (2018) indicates that academic well-being reflects an individual's sense of psychological happiness resulting from his or her satisfaction with the conditions of his or her academic environment and its various elements and dimensions. It can be said that it is an emotional experience characterized by the dominance of positive feelings and perceptions toward the university and people at the university compared to negative feelings and perceptions toward university life (Douwes *et al.*, 2023).

It is worth noting that there is a relationship between academic well-being and academic achievement (Elovainio *et al.*, 2011; Tuominen-Soini *et al.*, 2011; Fiorilli *et al.*, 2017). The academic well-being is reflected in students' academic achievement by increasing their levels of academic engagement and by investing in the amount of time, effort, and energy they expend in their academic work as well as to the contribution they

make, the extent of their understanding and the level of what they have gained as a result of their academic work.

The academic well-being improves students' academic performance. It also develops their behavior and social integration, raises their levels of satisfaction and enhances the interaction between students and faculty members. This quality helps learn different concepts, face challenges and avoid burnout (Buecker *et al.*, 2018). Halabi (2020) confirmed that academic well-being helps students grow well, achieve behavioral and psychological compatibility, strengthen a sense of security and appreciation, and it increase the motivation for achievement.

The most prominent characteristics of students with high academic well-being are the sense of self-efficacy, the ability to face various challenges and different setbacks, the academic satisfaction achievement, good future planning, stable mood, the achievement of emotional organization, staying away from negative emotions, increasing the ability to self-regulation and interest and achieving high levels of academic engagement (Alanzi, 2021).

Samkari (2022) indicated that academic well-being contains a set of dimensions. The most prominent dimension is the quality of academic well-being, which is related to the faculty member, as the faculty member affects and is affected by the quality student's academic well-being through the nature of interactions with students, the teaching methods he follows, the extent of trust and cooperation between the faculty member and the student and the positive climate of relations between them.

Bennett & Dorjee (2016) also pointed out that curricula play an important role in achieving academic well-being by keeping pace with various educational developments, being appropriate to students' psychological and developmental characteristics, considering individual differences among students and the extent to which they include content of quality, importance, clarity and arrangement.

2.2 Academic Passion

Self-Determination Theory (SDT) provides a powerful framework for understanding intrinsic motivation, emphasizing that the satisfaction of autonomy, competence, and relatedness is key to increasing one's positivity (Ryan & Deci, 2000). Based on this theory, academic passion is viewed as the tendency of researchers to invest time and energy in research activities and serves not only as an intrinsic motivation that drives students toward earning a degree but also as an important force in achieving academic goals (Stoeber *et al.*, 2011).

Passion is considered a strong desire to do, engage in, experience, and interact with something in any context. If an individual desires something and that desire is accompanied by a strong feeling or emotion, then it is said that the individual has a passion for the thing. Passion has no specific limits; it is positive in academic contexts, but it can be negative in social and emotional contexts, as an individual who is passionate about something without limits may forget many things in his life and be determined to satisfy that passion (Vallerand *et al.*, 2003).

Despite the importance of academic passion in students' academic lives, it has not received wide attention. Rather, romantic passion has dominated many psychological studies and research, especially since it is linked to the individual's emotions, feelings and sensations. This has led to the absence of a clear and acceptable definition of this variable (Luh & Lu, 2012).

Passion, according to Vallerand *et al.* (2003), is manifested as a strong inclination towards identification, liking or even love. Passion predicts higher levels of vitality and a sense of efficacy, motivating individuals to invest more time and resources and to persevere more intensively.

Thus, passion can be generally defined as individuals spending a significant amount of time and effort in order to achieve their emotional goals (Frijda *et al.*, 1991). It is defined as a strong inclination toward a specific activity of the self that the individual enjoys, finds its importance in, and invests a significant amount of time and energy in (Vallerand *et al.*, 2003). It is also known as working on an activity that the individual loves in a positive way through which the individual learns to interact positively with the activity, transfers experience, and not to control and manage behaviors in a compulsive manner (Baum & Locke, 2004). Liston & Garrison (2004) defined academic passion as a student's love for academic activities and all elements related to the educational environment. Coleman & Guo (2013) defined academic passion as a focused interest in a particular area which persists over time and is associated with a relative lack of interest in activities other than peer interest.

In the academic environment, academic passion can be said to be a positive variable for a better educational future. It leads students to devote themselves fully to a particular activity, increases their motivation towards learning and enhances their perseverance despite the presence of difficulties, obstacles and various challenges. It also generates high levels of commitment and daily practices necessary to achieve excellence in the academic field (Vallerand, 2008). Academic passion reflects the time and energy that students invest in academic exchanges, research projects, and writing and academic passion positively predicts students' academic performance, which affects engagement in learning and leads to positive academic outcomes (Vallerand & Houliort, 2019).

Ruiz-Alfonso and Leon (2016) identified the most prominent features of academic passion in their qualitative study that analyzed more than (112) published studies on academic passion, which are:

- It is described as a loved activity and is characterized by a strong positive tendency. For example, a student may look forward to Thursday because it is an open day for mathematics.
- Identification is related to the activity that shapes the individual's self and is a component of his identity.
- It brings the individual to high levels of dedication such that the individual does not feel the time passing while performing the activity or task.
- Persistence, where interest in the activity continues over time for many years or even a lifetime.

- Caring and Positive Relationships, where teachers and faculty members show interest in their students, what they want to do and how they feel in the academic institution, so relationships also become good with everyone.
- Supportive Context, where the individual feels surrounded by people who support his passion.
- Positive Emotions, where the individual's positive emotions increase, such as happiness and enthusiasm.
- Specific Domain Passion, where the individual is interested only in a specific activity and shows a relative lack of interest in other activities.

There are many factors that may increase levels of academic passion. It can be said that students join university for different reasons, either because of increased job opportunities, to satisfy their cognitive curiosity, to satisfy their academic passion, to develop or maintain social relationships, or simply to experience a new adventure. For those students who seek to satisfy their cognitive curiosity or their academic passion, are described as being in a state of continuous passion and are greatly immersed in academic tasks and activities, and their attention is drawn to all cognitive details as they seek to discover new things, experience everything strange and discover the unknown (Schellenberg & Bailis, 2015). Stoeber *et al.* (2011) describe students' passion as being relatively stable, uninterrupted and undiminished. Students who enter university without academic passion may remain uninterested in their studies throughout their university life, especially if the major is not suitable for their interests and desires. However, such students may discover new ideas or fields of study that may increase their levels of academic passion and make it develop over time.

The university has a major role in increasing the levels of academic passion among students through a supportive academic environment for students. For example, the diversity of teaching methods, assessment tools and different courses contribute to raising their levels of academic passion. While not considering students' psychological and cognitive characteristics in the courses offered by the university in teaching methods, assessment tools, and even the physical environment of the university contributes to reducing their levels of academic passion, making them at their lowest levels (Zhao *et al.*, 2021).

It can be said that the faculty member has a pivotal role in improving the levels of students' passion by arousing their enthusiasm, increasing their motivation to learn, working with students on various activities and tasks and allocating appropriate time for that. Teachers and educators must also link activities and ideas that increase students' levels of passion to the academic learning environment, encourage them to practice them inside and outside the classroom, follow up levels of passion individually and emphasize not issuing reactions or any judgments on the activity of an individual. They must also introduce students to resources that help them practice their passion. If the teacher notices a student interested in the arts, he provides him with all the resources and materials available to develop this passion within the specified field (Day, 2004).

When students engage in their learning with clear passion, they become fascinated by their learning environment and the activities that accompany it. In fact, their responses to this environment become very positive. Based on the levels of this passion, the student forms connections and builds different plans that help him achieve excellence and success within this environment (Coleman & Guo, 2013).

Increasing students' levels of passion also helps them improve their memory levels by increasing attention and the ability to retrieve memories related to a specific situation. Individuals generally remember information with positive emotions more than neutral ones, which is precisely what makes passion have a positive emotional effect. Academic passion also helps students increase their levels of emotional engagement, control their learning and increase their levels of thinking and learning (Zhao *et al.*, 2021).

Vallerand *et al.* (2003) proposed in this theory two types of passion: harmonious and obsessive. Each type is associated with different experiences, outcomes and manners for integrating an activity into an individual's identity. Individuals who engage in activities within levels of harmonious passion are consistent with their values and the way they understand life.

Harmonious passion comes from students' self-absorption of the activity and their free engagement in it. Harmonious passion results from a strong desire, high motivation and high levels of control and mastery when practicing the academic activity or academic task. It is also described as voluntary, and the performance is efficient and effective. Therefore, pressures, tensions and negative emotions disappear. Through this, the academic activity becomes part of the individual's self. Integration, balance and enjoyment are achieved. Students' knowledge of themselves has increased their influence and ability to make decisions and organize practices during work (Sheldon *et al.*, 2005).

Obsessive passion results from a strong, uncontrolled internal desire and feeling that controls the individual's feelings, behaviors and impulses, and it pushes students to practice only one activity without other activities. Through it, conflict occurs between the individual's self and the activities he prefers, but he is unable to perform them due to his obsessive passion for one activity. The individual is surrounded by negative emotions, such as anxiety, tension, frustration, feelings of failure and self-absorption. The Control is for the task, not self-control, meaning that the task is what controls the individual and not the other way around. The individual feels pressure and control from the social environment and seeks to achieve self-respect or social acceptance. Obsessive passion is also described as the inability to control his motives when engaging in various activities, which leads to maladaptive results for the individual, and his feelings are always negative (Vallerand *et al.*, 2003).

3. Study Problems and Questions

It was noted through reviewing some previous studies (Sadri *et al.*, 2023; Sverdlik *et al.*, 2022; Yin *et al.*, 2023) that the variable of academic well-being among students helps them reach many academic achievements, increases their levels of motivation and makes their

satisfaction with academic life at its highest levels, but if the levels of academic well-being decrease and this leads to many negative effects as students may suffer from increased levels of stress, anxiety, and fatigue, decreased motivation and ability to focus on their studies, decreased grades, academic failure or even dropping out of university. In addition, the lack of a supportive academic environment can negatively affect students' social interactions and mental health, leading to feelings of isolation, low self-esteem and a general decrease in life satisfaction. The cumulative effect of these factors can hinder the student's personal and professional development, which ultimately affects his future career prospects and long-term success (Carneiro *et al.*, 2024).

Al-Jarrah & Alrabee (2020) indicated that academic passion plays a crucial role in achieving a high academic well-being for students. When students are passionate about their studies, they are more likely to engage deeply in their education, feel motivated and find meaning in their academic endeavors. Consequently, this passion drives them to overcome challenges, maintain resilience and experience greater satisfaction with their academic journey. As a result, students are more likely to have a satisfying academic experience, which leads to higher academic performance, better well-being, a stronger sense of purpose in their education and ultimately, a higher academic well-being.

The researchers noted, through their interaction with nursing students, that low academic passion among nursing students can significantly impact their academic well-being, leading to a range of negative outcomes. Without passion for their studies, students may struggle to remain engaged and motivated in their studies, which can hinder their ability to absorb and apply the essential knowledge and skills needed for their future careers. This lack can lead to decreased academic performance, increased stress and a decreased sense of purpose, all of which are particularly detrimental to the field of nursing. In addition, the absence of academic passion can lead to burnout and poor adherence to the requirements of their education, ultimately affecting their readiness and confidence as future healthcare professionals. Accordingly, this study attempted to uncover the relative contribution of academic passion to the academic well-being of nursing students by answering the following questions:

- 1) What is the level of academic well-being among nursing students, and does it differ according to gender and academic level?
- 2) What is the relative contribution of academic passion to the academic well-being of nursing students?

4. Procedures

This study relied on the descriptive correlational approach in order to verify the relative contribution of academic passion to the academic well-being among nursing students, while a sample of (143) male and female students was selected from all nursing students at the undergraduate level from Palestinian students within the Arabs of (48), where they were selected using the available method, for the summer semester of the academic year 2023-2024.

4.1 Study Tools

4.1.1 Academic Well-being Scale

The researchers used Al-Samkari's Scale (2022), which consists of (28) items, distributed over four dimensions: Academic well-being related to faculty members, (7) items; Academic well-being related to courses, (7) items; Academic well-being related to classmates, (7) items; and academic well-being related to university services, (7) items. To ensure the validity of the scale, it was presented to a group of (9) jurors who are specialists in the field of educational psychology, measurement and evaluation, as reliance was placed on what was agreed upon by (8) or more jurors. The jurors indicated the deletion of the item "The university pays us incentive bonuses", from the dimension of academic well-being related to university services.

To verify the homogeneity of the study sample's performance on the scale items, the scale was applied to a pilot-study sample of (44) male and female students, and Pearson's correlation coefficient was extracted between the item score and the total score of its domain (item-total correlation). The correlation coefficients between the item score and the total score ranged between (0.35 - 0.88), and all of them were statistically significant ($P < .01$), and higher than the cut-off score (0.35) (Bryman & Cramer, 1997). To verify the reliability of the scale, Cronbach's alpha coefficient was calculated, where it reached (0.84) for the academic well-being related to faculty members, (0.74) for the academic well-being related to academic courses, (0.87) for the academic well-being related to study colleagues (0.90) for the academic well-being related to university services, and (0.92) for the scale as a whole.

4.1.2 Academic Passion Scale

The researchers used the Vallerand *et al.* (2003) scale, which Al-Jarrah and Al-Rabi' (2020) translated and adapted to the Jordanian environment. The scale consists of (14) items distributed over two dimensions: harmonious passion, (7) items, and obsessive passion, (7) items. To ensure the validity of the scale, it was presented to a group of (9) jurors who are specialists in the field of educational psychology, measurement and evaluation, as reliance was placed on what (8) or more jurors agreed upon. The jurors indicated the deletion of the item that states "I follow the academic activity with great pleasure," as it is repetitive in content and does not reflect the nature of obsessive passion.

The correlation coefficients between the item score and the total score of its domain ranged between (0.70 - 0.87) for harmonious passion, and between (0.62 - 0.82) for obsessive passion, and all of them were statistically significant ($P < .01$), and higher than the cut-off score (0.35) (Bryman & Cramer, 1997). To verify the reliability of the scale, Cronbach's alpha coefficient was calculated, reaching (0.91) for the harmonious passion domain, and (0.85) for the obsessive passion domain.

5. Results and Discussion

5.1 What is the level of academic well-being among nursing students, and does it differ according to gender and academic level?

The results showed that the level of academic well-being among nursing students was high level, in mean (4.06), and standard deviation (0.44), while the arithmetic means and standard deviations were extracted for the responses of the sample members on the academic well-being scale according to the variables of gender and academic level, and Table 1 shows this:

Table 1: Arithmetic means and standard deviations of sample members' responses to the Academic Quality of Life Scale according to the variables of gender and academic level

Gender Academic Level		Mean	Std. Deviation
Male	1	3.81	0.60
	3	3.81	0.09
	4	4.05	0.40
	Total	4.01	0.41
Female	1	4.19	0.17
	2	4.07	0.00
	3	4.03	0.4
	4	4.11	0.5
	Total	4.09	0.46
Total	1	4.00	0.45
	2	4.07	0.00
	3	4.00	0.38
	4	4.09	0.47
	Total	4.06	0.44

It is noted from Table 1 that there are apparent differences in the responses of the sample members on the academic well-being scale according to gender and academic level. To determine the significance of the differences, a 2 Way-ANOVA was used, as shown in Table 2.

It is noted from Table 2 that there are no statistically significant differences at ($\alpha=0.05$) in the responses of the sample members on the academic well-being scale attributed to the gender and academic level.

Table 2: Results of the two-way analysis of variance for the sample members' responses to the academic well-being scale according to the gender and academic level

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Gender	0.286	1	0.286	1.431	0.234
Academic level	0.269	3	0.09	0.449	0.718
Error	27.546	138	0.2		
Total	28.018	142			

The result that the academic well-being is high among university students can be attributed to the fact that faculty members treat students with respect, are distinguished by their scientific competence, answer students' inquiries with interest, follow objective and fair evaluation methods, encourage seriousness and diligence in studying, adhere to lecture times and have diverse teaching methods. The courses can also be described as having clear objectives, consistent with the specified time plan, comprehensive, stimulating thinking skills, clear, enjoyable and interesting. The relationships between students are positive, filled with joy and happiness and students encourage each other, seek help from each other and motivate each other. It can also be said that the university provides databases that facilitate students' progress in their studies. The university administration is distinguished by its cooperation with students, and it holds training courses and workshops that contribute to developing students' skills within the nursing specialization. The academic advisor helps solve academic problems facing students in the specialization and provides them with good health services and places for rest and entertainment.

Regarding the result of the absence of statistically significant differences attributed to gender and academic level, this result can be attributed to the homogeneity of the academic environment in universities that teach nursing. Nursing programs are often highly organized, as they follow a consistent curriculum that applies equally to all students, regardless of gender or academic level. They also provide all students with similar academic resources, support and experience, which leads to a relatively uniform academic well-being. In addition, it can be said that all nursing students face common pressures and challenges, such as rigorous academic courses, clinical training and the emotional demands of patient care. Such common challenges may create a common experience that contributes to a similar perception of academic well-being between genders and across all levels of nursing.

Support systems and coping mechanisms may help bridge gender differences within nursing education, where many nursing programs emphasize the importance of students' mental and emotional health and provide resources such as counseling, peer support groups and stress management workshops. These support systems are available to all students, helping to mitigate differences in academic well-being based on gender or academic level. The researchers also believe that when nursing students choose their field, it stems from an intrinsic motivation based on a strong sense of the profession and commitment to patient care. This motivation can lead to a flexible attitude towards academic challenges, making gender and academic level less important factors in their overall academic well-being.

5.2. What is the relative contribution of academic passion to the academic well-being of nursing students?

To answer this question, Pearson's correlation coefficient was calculated between academic passion and academic well-being, where the results showed that Pearson's correlation coefficient between harmonious passion and academic well-being reached

(0.49), while Pearson's correlation coefficient between obsessive passion and academic well-being reached (0.61). To reveal the predictive ability of academic passion on academic well-being, multiple linear regression analysis was used according to the stepwise method, as in Table 3.

Table 3: Multiple linear regression analysis by step method for academic well-being

Passion	R	R2	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
	Correlation coefficient	Coefficient of determination			Change in R2 (DR2)	F	DFE	DFD	Sig.
Obsessive	.665b	0.442	0.434	0.33426	0.075	55.38	2	140	.000c

It is noted from Table 3 that the two dimensions of academic passion entered the predictive model, as obsessive passion predicted academic well-being, and explained (0.367) of the variance in it. It is noted that this effect was statistically significant at (0.01≥P), while harmonious passion predicted academic well-being, and explained (0.0.075) of the variance in it. It is noted that this effect was statistically significant at the (0.01≥P). A one-way analysis of variance (ANOVA) was also calculated for the linear regression analysis coefficients for the predictive ability of academic passion on academic well-being, and Table (4) shows this:

Table 4: One-way analysis of variance (ANOVA) of regression analysis coefficients for the predictive ability of academic passion on academic well-being

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	10.281	1	10.281	81.728	.000 ^b
	Residual	17.737	141	0.126		
	Total	28.018	142			
2	Regression	12.375	2	6.188	55.38	.000 ^c
	Residual	15.642	140	0.112		
	Total	28.018	142			
a. Dependent Variable: academic well-being						
b. Predictors: (Constant), Harmonious						
c. Predictors: (Constant), Harmonious, Obsessive						

Table 4 shows that the model has a statistically significant effect on the predicted dimensions. In addition to the above, the values of the standard regression coefficients and the non-standard regression coefficients for the predictor variables were calculated, in addition to the values of the (t) test and the statistical significance, and Table (5) shows that:

Table 5: Analysis of the values of the standardized regression coefficients and the unstandardized regression coefficients for the predictor variables

Coefficients ^a					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
Harmonious	0.264	0.037	0.489	7.123	0.000
Obsessive	0.207	0.048	0.297	4.330	0.000

a. Dependent Variable: **Academic well-being**

It is noted from Table 5 that whenever the obsessive academic passion increases by one standard unit, the academic well-being increases (0.489), and whenever the harmonious academic passion increases by one standard unit, the academic well-being increases (0.297).

This finding can be generally attributed to the fact that when nursing students have a high level of academic passion, they tend to be more motivated and deeply engaged in their studies. Through harmonious passion, they pursue their academic goals with a sense of balance and personal fulfillment, thus leading to increased satisfaction with their academic journey and higher academic well-being. Academic passion also provides students with a stronger sense of purpose and resilience. Nursing education is demanding. Students who have an emotional approach are better able to cope with stress and challenges. For example, harmonious passion allows students to approach their studies with enthusiasm and adaptability, which helps them manage academic stress more effectively and improve their academic well-being.

Students who are passionately committed to their academic pursuits often feel a greater sense of accomplishment and personal growth. This sense of accomplishment, whether driven by harmonious or obsessive passion, enhances their self-worth and satisfaction with their academic progress and, hence, their perception of academic well-being. Both harmonious and obsessive passion can lead to better time management and focus. Motivated students are more likely to prioritize their studies and manage their time effectively, allowing them to balance their academic responsibilities with other aspects of their lives. This reduces stress and creates a more balanced and fulfilling academic life.

Academic passion also aligns with students' personal values and long-term goals, making their academic efforts meaningful and valuable, thus increasing their sense of purpose and satisfaction, leading to a more positive academic experience and improving academic well-being.

But what about obsessive passion? It can be argued that the academic well-being of nursing students increases when obsessive passion is intense because this type of passion often drives students to achieve high levels of academic success and mastery. Despite its potential negative aspects, such as intense attention that can lead to stress or burnout, it can also lead to a strong sense of accomplishment and appreciation. When students achieve academic milestones or excel in their studies due to their obsessive

passion, they often feel satisfied and fulfilled, thus improving their overall perception of academic well-being, and making the difficult demands of their program seem worthwhile and rewarding. The success and recognition they gain from obsessive passion can boost their self-esteem and confidence, leading to a higher academic well-being despite the intensity of their approach.

6. Recommendations

In light of the findings of the current study, it recommends the following:

- Paying attention to the academic well-being among nursing students regardless of their gender and academic level, by developing curricula, the physical environment, and improving students' relationships with their teachers and with themselves.
- Emphasizing increasing levels of harmonious and obsessive academic passion among nursing students, by creating an environment that promotes deep participation and commitment, presenting challenging but achievable academic goals, recognizing achievements, and providing support systems, such as mentoring and peer collaboration.

7. Conclusion

The current study aimed to know the relative contribution of academic passion to the academic well-being among nursing students. Based on the findings of the current study, it can be said that academic passion is a positive and important predictor of academic well-being among nursing college students. It improves academic well-being in terms of relationships with faculty, peers, and courses.

Conflict of Interest Statement

The authors declare no conflicts of interest.

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