



International Journal of Nursing and Healthcare Research

Journal home page: www.ijnhr.com

<https://doi.org/10.36673/IJNHR.2020.v04.i02.A07>



SELF ESTEEM AND ACADEMIC ACHIEVEMENT OF UNDERGRADUATE NURSING STUDENT

Malarvizhi*¹, Kalavalli², Bhavani³

¹*Department of Medical Surgical Nursing, SRIHER, Chennai, Tamil Nadu, India.

²Department of Mental Health Nursing, SRM College of Nursing, Chennai, Tamil Nadu, India.

³Consultant, High-Tech Diagnostic, Chennai, Tamil Nadu, India.

ABSTRACT

According to Maslow's Hierarchy of human being, self-esteem comes after an individual has met with first three needs. Having positive feelings about oneself is paramount to attain self-actualization. One need to connect themselves with physical and psychological well-being to achieve the peak experience of self-esteem benefits. The current study is conducted to identify the level of self-esteem on student's academic achievement. The objectives of the study are to identify the level of self-esteem and the factors influencing it. 100 Undergraduates have shown willingness to attend this study. The result findings showed that, 24% of them were in the age group of 19 to 21 years, 54% of them were male students; 51% were in final year during data collection, 53% of the respondents said they had as many friends as people of their age. 33% of them said that they take own initiatives in studies. 33% answered that they are punctual in submitting the assignments in time. Hence, the study findings of the present study indicate that undergraduate student nurses' perceptions of their own self-esteem are comparable to the normal ranges as assessed by the instrument. Further study is needed to find out the other factors that affects their self-esteem.

KEYWORDS

Self-esteem, Nursing students, Achievement, Perception and Assertive behaviour.

Author for Correspondence:

Malarvizhi,

Department of Medical Surgical Nursing,
SRIHER, Tamilnadu, India.

Email: malarvizhi23@gmail.com

INTRODUCTION

Self-esteem means individuals recognition of his or her own emotions. In other way, self-esteem also means feelings of well-being as a result of deepening positive emotions. Self-esteem can be present from the birth however, this characteristic develops throughout childhood and a key characteristic of the important self-valuation. (Sar, et al, 2010)¹. Self-

esteem can be classified into two parts- inner esteem and outer esteem. Characteristics of inner esteem are loving oneself, self-knowledge, explicit goal setting and positive thinking.

Inner esteem indicates that an individual's ideas and feelings show how much a person is and at peace with himself. Individuals with high levels of inner esteem are pleased with themselves and have high self-esteem. Self-esteem individuals always have explicit goals; however, self-esteem does not mean that the person will be happy under challenging conditions. (Sar, et al, 2010)¹.

Self-esteem is a significant psychological limitation that affects a student's academic performance and also have a general sense of control in their life and help them to accomplish what they want to do. Students confidence and the role of nursing preceptors with their teaching strategies influences the development in health care system. (Battle J. Culture, 1989)².

Feelings of self -esteem and self-work are basic development of leadership skills for undergraduate nursing students. Reviews from related literatures revealed that measurements of self-esteem are a strong predictors of health behaviour plan, academic performance, self-regulation and clinical competence. (Cynthia Ann, 2009)³.

Role of education teaching methods such as personal performance accomplishments. Mentoring, direct patient care, objective structured clinical examinations can impact the development of student self-esteem^{4,5}. Aim of the study was to determine the self-esteem levels of undergraduate nursing student and the factors influence the self-confidence. The study also explored the relationship between academic achievement and self-esteem.

Statement of the problem

A study to identify the academic achievement and self -esteem among undergraduate Nursing students at selected colleges, Chennai, Tamil Nadu.

Objectives of the study

1. To assess the level of self- esteem on academic achievement among undergraduate Nursing students at selected colleges, Chennai, Tamil Nadu.

2. To identify the factors influencing the self-esteem.

METHODOLOGY

In view of the objectives of the present study, convenient sampling technique were employed. Population comprised of 100 B.Sc. Nursing (Basic) studying in selected college, Chennai fulfilling the sample criteria.

Data collection procedure

Description of the tool

Part I - Demographic profile

Part II - Self-esteem scale

Part III - Scale of academic achievement

Validity and reliability of the tool

The validity of the tool was established in consultation with nursing experts, biostatistician. The reliability was established by inter-rater method to assess the internal consist of the test. The reliability score was $r = 0.96$.

Method of data collection

Written permission was obtained from authorities and oral consent was obtained from the subjects after explaining the purpose of the study. Background variables, academic achievement, self-esteem were used to collect the data from the students. Collected data was coded, tabulated and analysed by descriptive statistics by using SPSS software package.

RESULTS AND DISCUSSION

Table No.1 depicts that 24% of them were in the age group of 19 to 21 years, 54% of them were male students; 51% were in final year during data collection, 42% and 46% of the student's mother and father are self-employed, 71% of them lives with the family. With regard to the pocket money they obtain from their parents, 46% get Rs.201-400 per month. 96% of them are partly employed, 68 % of them involve in the social activity outside the college.

Table No.2 depicts that 66% hesitates to ask questions during lecture, 88% of them feels hesitation to ask questions to the caregivers and patients. 68% of them felt that they were assertive, 86% felt hesitation to talk during group activities.

This table shows how student felt about their self-esteem. Students feel motivated to learn if both their parents and teachers as well as their peers appreciate their efforts. 53% of the respondents said they had as many friends as people of their age. This in essence meant that the respondents could easily work cooperatively during group discussions which could lead to better performance. Nearly 55% of the respondents said that their parents are proud of the kind of people they are. This gives the students a sense of worth resulting into high self-esteem. Again, 68% of the respondents agreed that they usually felt proud of their performance while 49% of the respondents strongly agreed that they were proud of their teachers who made them what they were. To conclude that academic performance of students is pegged on their self-esteem which stem from their parents, guardians, peers as well as teachers.

This depicts that how the boys and girls felt about their self-esteem. Students feel shy and less motivated to learn if their self-esteem is low. Since most students aspire for better performance, the analysis on low self-esteem is looked at from a few numbers of respondents who strongly agree or disagree with the statements on low self-esteem. Only 67% that they were not as popular of their age and 47% of the respondents strongly agreed that they kept themselves because people of their age did not like them. Again, only 60% of the respondents strongly agreed that their teachers did not understand them and 49% of the respondents said they strongly agreed that they felt worthless in school. To conclude that students with low self-esteem strongly agree that they are not liked either by their peers, parents or even their teachers. They often view things in the negative and display a state of disparity and unworthiness.

Table No.5 depicts that 33% of them said that they take own initiatives in studies. 33% answered that they are punctual in submitting the assignments in time. 41% replied that they clarify their doubts with their mentors. 33% felt worthless when teachers don't appreciate their effort and performance. 41% felt happy about their grades in showing it to their friends.

Discussion

Self-esteem refers to the perception the individual holds of his or her self-worth. A person with high self-esteem is an individual with self-respect, who considers him/herself to be of worth, is proud of his/her achievements (Rosenberg, 1985)⁶.

Arthur (1995) in reviewing the literature from the 1970s onwards, suggests that low self-esteem is a problem for student nurses. However, the findings of the present study indicate that undergraduate student nurses' perceptions of their own self-esteem are comparable to the normal ranges as assessed by the instrument⁷.

Maizam Alia, 2008 observed a decrease in self-concept over a two-year period among baccalaureate nursing students⁸. However, findings from the current study do not indicate a difference in levels of self-esteem among nursing students at different stages of their training. This is in accord with findings from the USA in which there were no differences in self-esteem between junior and senior nursing students, or at the beginning or end of the semesters (Turner R, 1994)⁹.

Fourth year students express a higher professional self-concept than their second-year counterparts (Arthur and Thorne, 1998)¹⁰. Siriphan Sasat, 2002, found no differences between self-concept amongst senior students in four types of nursing education programs in the USA¹¹. Findings in the present study suggest that there were few differences between the groups in terms of self-esteem.

Table No.1: Socio-demographic characteristics (N = 100)

S.No	Socio-demographic variables	N and %
Sex		
1	Female	46
2	Male	54
Year		
3	2	34
4	3	15
5	4	51
Mothers occupation		
6	Housewife	35
7	Office worker	23
8	Self-employed	42
Fathers occupation		
9	Office worker	23
10	Self-employed	46
11	Retired	31
Age (years)		
12	19 and under	24
13	20 – 21	24
14	22 – 23	32
15	25 or older	20
Residence		
16	State / private dormitory	26
17	Live alone (without family)	03
18	Live with family	71
Pocket money per month (\$)		
19	200	24
20	201-400	46
21	401	30
Employed part- time		
22	Yes	04
23	No	96
Social activity outside of college		
24	Yes	68
25	No	32
Willingly chose their current department		
26	Yes	98
27	No	02

Table No.2: Distribution of assertive behaviours (N =100)

S.No	Assertive behaviours	N and %
Hesitation to ask questions of the lecturers		
1	Yes	34
2	No	66
Hesitation to ask questions to their patients / caregivers		
3	Yes	12
4	No	88
Describe themselves as assertive		
5	Yes	32
6	No	68
Hesitation to talk in group situations		
7	Yes	86
8	No	14
9	Sometimes	-

Table No.3: Statements that describe high Self -esteem (N =100)

S.No	Statement	Strongly agree	Agree	Disagree	Strongly disagree
		No. (%)	No. (%)	No. (%)	No. (%)
1	I have as many friends as people of my age	14	39	21	26
2	People of my age always pick on me	21	23	35	18
3	Other people enjoy being in my company	32	34	16	18
4	Other people wish that they were like me	24	36	25	15
5	My parents are proud of the kind of person I am	24	23	33	20
6	My parents try to understand me	32	14	18	31
7	I am important person to my family	36	13	18	33
8	My parents believe that I will be a success in future	40	32	13	15
9	I am usually proud of my performance	34	31	17	18
10	My teachers are usually happy with the kind of work I do	23	26	36	15
11	I feel proud of my teachers who have made me what I am	25	30	25	20

Table No.4: Statements that describe low Self -esteem (N =100)

S.No	Statement	Strongly agree	Agree	Disagree	Strongly disagree
		No. (%)	No. (%)	No. (%)	No. (%)
1	I am not as popular as people of my age	33	34	25	35
2	I usually keep to myself because I am not liked by people of my age	24	23	23	30
3	My parents expect too much for me	24	31	27	18
4	My teachers expect too much for me	23	28	15	34
5	In the kind of things we do in school I am at least as good as people in my class	17	24	32	27
6	I often feel worthless in school	23	26	30	21
7	Most of my teachers do not understand me	26	34	17	23
8	It seems that however hard I try I never get the grades I deserve	23	25	34	18
9	School is harder for me than most other people	21	26	24	29

Table No.5: Self -esteem and academic performance (N =100)

S.No	Statement	Always	Sometimes	Never
		No. (%)	No. (%)	No. (%)
1	When not in your class, do you study on your own?	33	34	33
2	Do you complete your assignment in time?	33	41	26
3	Do you consult your teachers for clarification in any difficult topic?	41	36	23
4	Do you feel worthless when teachers don't appreciate your work?	33	39	28
5	Whenever I get good grades, I feel like showing it to others	41	36	23

RECOMMENDATION

Based on the results of the current study, it is recommended that further studies should be done to elicit the factors that hinders them for the academic achievement.

CONCLUSION

Since self-esteem is a subjective attitude of an individual, the current study elicited the how important it's for the Nursing students in terms of assertiveness. The results of the study concluded the following: Self-esteem is acceptable to everyone and students shows less self-esteem when they are less motivates. Hence motivational sessions can be conducted to improve their self-confidence and to demonstrate academic achievement.

ACKNOWLEDGEMENT

Thanks to the nursing students who participated in this study.

CONFLICT OF INTEREST

We declare that we have no conflict of interest.

BIBLIOGRAPHY

- Sela Sar, Xiaoli Nan, Jun Myers. The effects of mood and advertising context on ad memory and evaluations: The case of a competitive and a non-competitive, *JCIRA*, 32(2), 2010, 1-9.
- Battle J. Culture- Klug C. Changes in self-concept during baccalaureate education, *Nurse Educ*, 14(2), 1989, 7-11.
- Cynthia Ann Blum, Shirley C. Gordon. Caring behaviors of nurse preceptors: BSN student perceptions, *Nur and Hea Sci*, 13(3), 2009, 29-35.
- Polit D, Hungler B. Nursing research: Principles and methods, *Lippincott, Philadelphia*, 4th Edition, 1991, 697.
- Porter R, Porter M. Career development: Our professional responsibility, *J. Prof. Nurs*, 7(4), 1991, 208-212.
- Rosenberg M. Society and adolescent self-image, *Princeton: Princeton University Press*, 1985, 340.
- Arthur D, Sohng K, Noh C, Kim S. The professional self-concept of Korean hospital nurses, *Int. J. Nurs. Stu*, 35(3), 1998, 155-162.
- Maizam Alia, Nurul Aini, Hafizah Mohd. The relationship between academic self-confidence and cognitive performance among engineering students, *Proceedings of the Research in Engineering Education Symposium, Palm Cove, QLD*, 2008, 1-6.
- Turner R, Rozell P. Stress and mental health, contemporary issues and prospects for the future, *Springer, Plenum, New York*, 1st Edition, 1994, 344.
- Arthur D, Thorne S. Professional self-concept of nurses: A comparative study of four strata of nursing students in a Canadian University, *Nurse Educ*, 18(5), 1998, 380-388.
- Siriphan Sasat, Philip Burnard, Deborah Edwards, Wassana Naiyapatana, Una Hebden, Wallapa Boonrod. Self-esteem and student nurses: A cross-cultural study of nursing students in Thailand and the UK, *Nur and Hea Sci*, 4(1-2), 2002, 9-14.

Please cite this article in press as: Malarvizhi et al. Self-esteem and academic achievement of undergraduate Nursing Student, *International Journal of Nursing and Healthcare Research*, 4(2), 2020, 38-43.