“Nurse Educator Study on Self Esteem, Study Habits, Adjustment, and Academic achievement, among Nursing Students in Selected Nursing Institutes in Bangalore.”

BY

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The World Health Assembly conference held in June 2015, at Seoul in Korea, the WHO DG Dr. Margaret Chan insisted that to achieve world health goals, the focus should be more on increasing work force by 2030. It is surprising that worldwide 2/3 of the work force is occupied by nurses. Still 8 lacks of nurses need in India by 2017.

Nursing Education is a challenging field, that prepare the nursing workforce for the socially diversified humanitarian health needs and it is in the hands of Nurse Educators because they are the critical players in assuring the quality educational experiences of nursing students to fit into ever-changing health care environment.
• The strength and weaknesses of the education system affect students segment.

• The transformation of students from general education to professional education demand need for changes.

• Failure in examination (1.6%) is the sixth cause for suicide among college students. (Iype,G 2004)

• Specific academic and clinical stressors
Objectives

1. To assess the level of self-esteem, study-habits, adjustment and academic achievements of nursing students.
2. To compare the mean score of self-esteem, study-habits, adjustment and academic achievement between B.Sc and GNM nursing students.
3. To examine the correlation among self-esteem, study-habits, adjustment and academic achievements of nursing students.
4. To find out the association between self-esteem and study-habits, adjustment and academic achievement among all subjects, between GNM and B.Sc and Male and Female nursing students.
5. To compare the selected socio-demographic characteristics with study variables.
The reviewed related literature is arranged under the following sections:

Section A: Studies Related to Self Esteem.
Section B: Studies Related to Study Habits.
Section C: Studies Related to Adjustment.
Section D: Studies Related to Academic Achievement.
LACUNAS:

- There were few studies conducted on Study habits and academic achievement of nursing students.
- No single research study on all the four study variables.
- The standardized tools available are common for all adolescent groups and none are exclusive for nursing students.

ENABLED:

- Helped in identifying appropriate tools among the existing and preparing of socio demographic data sheet.
RESEARCH DESIGN: Descriptive Survey Correlation Design.

DEPENDENT VARIABLE: Self Esteem, Study Habits, Adjustment, And Academic Achievements

CO-VARIABLES: Socio-demographic Characteristics

SETTING OF THE STUDY: Recognised Nursing Institutes in Bangalore North.

TARGET POPULATION: Second year nursing students age group of 18 to 21 years, studying in B.Sc. N and GNM programme in Bangalore.

ACCESSIBLE POPULATION: Second year nursing students age group of 18 to 21 years, studying in B.Sc. N and GNM programme in Bangalore North Zone.
**SAMPLING TECHNIQUE**: Multi-Stage stratified random sampling to select the study setting and the study subjects. The calculated sample size was 461. After attrition sample was 440.

**1st Strata**: Fish bowl method

- **East Zone**
- **West Zone**
- **North Zone**

**2nd Strata**: Fish bowl method

- 32 Institutes single programe
- 12 institutes with GNM+B.Sc. programs

**3rd Strata**: Fish bowl method

- Co-education 10
- Unieducation 02

**4th Strata**: Tippet random number table

- Total 922 subjects
- 461 selected
- 440 Final Sample
SAMPLING DESIGN

Stage I

(Invited to Participate)

n = approx 461

Stage II

Enrolled (n = 461)
Did not accept invitation (n = 05)
Did not complete Questionnaire (n = 13)
Did not present self physically as away on leave or absent (n = 03)

Allotted for study
Attended test  n=453
Completed the Test (n = 440)

Stage III

Analyzed n = 440
Excluded from analysis n = 0
**Tool Description**

- **Tool-1**: Socio Demographic Characteristics (41 items)
  - Personal Profile: 6 items
  - Family Profile: 13 items
  - Academic Profiles: 15 items
  - Social Life Profiles: 7 items
  - Total 83 items

- **Tool-2**: Self Esteem Inventory (Karunanidhi 1996)
  - Six Subscale:
    - Competency: 16 items
    - Global self – Esteem: 16 items
    - Moral & self control: 13 items
    - Social Esteem: 12 items
    - Family Esteem: 11 items
    - Body & Physical appearance: 9 items
    - Lie scale: 6 items

- 4 Points rating scale
- \( r = 0.854 \)

**High score indicates high self-esteem**
Study Habits Inventory for Adolescents (B.V.Patel 1976)

- Tool Description

Total 45 items
Seven Subscales

- Home environment & planning - 7
- Reading & note taking - 5
- Planning of subjects - 4
- Habits of concentration - 5
- Preparation for exam - 8
- General habits & attitudes - 10
- School & College environment - 6

Yes/No responses
r = 0.9104

High score indicates Good Study Habits
**Tool Description**

- **Tool- 4**

**Adjustment Inventory for Adolescents**
(R.P. Singh & Sinha1993)

- Total 60 items
  - 3 Subscale
    - Emotional adjustment  - 20
    - Social adjustment  - 20
    - Educational adjustment  - 20

- Yes/No responses
  - $r = 0.95$

**Higher the Score Poorer will be the adjustment**

- **Assessment -5**

**Level of achievement**
(1st year Final Marks in percentage)

- **Five levels with scoring**
  1. Distinction  - 75% & above
  2. First Class  - 65 – 74%
  3. Second Class  - 55 – 64%
  4. Third Class  - 40 – 54%
  5. Pass Class  - Eligible
  (failed in less than 3 subjects)
ETHICAL CONSIDERATION

• Prior permission was obtained from the relevant authorities – Principals of selected Nursing colleges in North Bangalore.

• Informed written consent was obtained from subjects of the study.

• The nature and objectives of the study were explained in English to the subjects, were willing to cooperate and participate in the study.
DATA ANALYSIS AND DISCUSSION

Section-1

Socio Demographic Characteristics Descriptions
Table 1 **Personal profile of the study subjects**

- majority of the subjects (38.6%) belonged to the age group of 20 years.
- majority of them (83.2%) were female.
- majority of them (43%) were the first born.
- majority of them (44.5%) were from urban area.
- majority of them (40.2%) had an income of below Rs.10,000 / per month.

Table 2 **Family profile of the study subjects**

- majority (35.2%) subjects had one sibling.
- majority (81.8%) were from nuclear family.
- majority (66.8% and 60%) the subjects’ mothers and fathers belonged to the age group of 41 to 50 years respectively.
- Majority (40.7% and 37.7%) of the subjects’ mothers and fathers, studied below 10th standard respectively.
- majority (67.7%) of the subjects’ mothers, were homemakers.
- majority(34.3%) of the subjects’ father, were doing business.
SOCIO DEMOGRAPHIC CHARACTERISTICS

Academic profile.

• majority (86.8%) were regular in attendance and (69.1%) were above average.
• majority (59.5%) scored sixty to seventy percent in the first year exams.
• majority (78%) performed good in their first year exams.
• majority (42.7%) expected to score seventy percent in second year exams.
• majority (40.7%) of the subjects’ parents wanted their children to secure eighty percent and above their in 2nd year final exam.
• majority (55.2%) had the habit of reading Journals/ periodicals,
• majority (61.4%) had not received counseling.
• majority (51.8%) preferred to freshen up before study.
• majority (33.6%) received scolding from their teachers for poor performance

Social life profile.

• majority (77.3%) stayed in the hostel.
• majority (79.8%) subjects were having social life with nursing classmates,
• majority (79.8%) had social get together with both male and female.
• majority (49.8%) were freely socializing with classmates without inhibition
• majority (47%) aimed to get into good career.
• majority (31.4%) liked to participate in educational trips.
Section- 2.
Levels of 4 variables among study subjects
Self Esteem
Study Habits
Adjustment And
Academic achievements
Figure 1. Pie chart on percentage distribution of the subjects’ level of Self-Esteem

Figure 1.1 Mean percentage on the subscales of Self-Esteem
Figure 2. Percentage distribution of subjects’ level of Study Habits.

Table 8: Mean, standard deviation, mean percentage and total scores of subjects on the subscales of Study habits

<table>
<thead>
<tr>
<th>Sl. No</th>
<th>Study habits Subscales</th>
<th>Maximum score</th>
<th>Mean</th>
<th>S.D</th>
<th>Mean%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Home Environment and Planning</td>
<td>14</td>
<td>9.99</td>
<td>1.57</td>
<td>71.3</td>
</tr>
<tr>
<td>2.</td>
<td>Reading and Note Taking</td>
<td>10</td>
<td>7.60</td>
<td>.87</td>
<td>76.0</td>
</tr>
<tr>
<td>3.</td>
<td>Planning of Subjects</td>
<td>08</td>
<td>7.18</td>
<td>.96</td>
<td>89.7</td>
</tr>
<tr>
<td>4.</td>
<td>Habits of Concentration</td>
<td>10</td>
<td>6.52</td>
<td>.90</td>
<td>65.2</td>
</tr>
<tr>
<td>5.</td>
<td>Preparation for Exam</td>
<td>16</td>
<td>12.62</td>
<td>1.22</td>
<td>78.8</td>
</tr>
<tr>
<td>6.</td>
<td>General Habits and Attitudes</td>
<td>20</td>
<td>17.25</td>
<td>1.63</td>
<td>86.2</td>
</tr>
<tr>
<td>7.</td>
<td>School and College Environment</td>
<td>12</td>
<td>10.44</td>
<td>1.22</td>
<td>87.0</td>
</tr>
<tr>
<td>Overall Study Habits</td>
<td></td>
<td>90</td>
<td>71.64</td>
<td>4.11</td>
<td>79.6</td>
</tr>
</tbody>
</table>
Figure 3. Percentage distribution of subjects’ level of Adjustment

Table 10: Mean, standard deviation, mean percentage and total scores obtained on the subscales of the adjustment

<table>
<thead>
<tr>
<th>Sl. No</th>
<th>Adjustment Subscales</th>
<th>Max score</th>
<th>Mean</th>
<th>S.D</th>
<th>Mean%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Emotional</td>
<td>20</td>
<td>6.94</td>
<td>3.09</td>
<td>34.7</td>
</tr>
<tr>
<td>2.</td>
<td>Social</td>
<td>20</td>
<td>5.98</td>
<td>2.57</td>
<td>29.9</td>
</tr>
<tr>
<td>3.</td>
<td>Educational</td>
<td>20</td>
<td>7.37</td>
<td>3.37</td>
<td>36.8</td>
</tr>
<tr>
<td>Overall Adjustment</td>
<td>60</td>
<td>19.98</td>
<td>6.99</td>
<td></td>
<td>33.3</td>
</tr>
</tbody>
</table>
Figure 4. Percentage distribution of subjects’ level of Academic Achievement
Section 3

Correlation and Multiple regression
**Table 20. Correlation between Self-Esteem, Study Habits, Adjustment and Academic Achievement of the study subjects. N=440**

<table>
<thead>
<tr>
<th>Variables</th>
<th>Self-Esteem</th>
<th>Study Habits</th>
<th>Adjustment</th>
<th>Academic Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-Esteem</td>
<td>1</td>
<td><em>r = 0.206</em>**</td>
<td><em>r = 0.530</em>**</td>
<td><em>r = 0.038</em></td>
</tr>
<tr>
<td>Study Habits</td>
<td><em>r = 0.206</em>**</td>
<td>1</td>
<td><em>r = 0.201</em>**</td>
<td><em>r = 0.047</em>**</td>
</tr>
<tr>
<td>Adjustment</td>
<td><em>r = 0.530</em>**</td>
<td><em>r = 0.201</em>**</td>
<td>1</td>
<td><em>r = 0.216</em>**</td>
</tr>
<tr>
<td>Academic Achievement</td>
<td><em>r = 0.038</em></td>
<td><em>r = 0.047</em>**</td>
<td><em>r = 0.216</em>**</td>
<td>1</td>
</tr>
</tbody>
</table>

** Correlation is significant at the 0.01 level (2-tailed).
Table 21. Effect of study habits, adjustment and academic achievement on self-esteem of subjects. N=440

<table>
<thead>
<tr>
<th></th>
<th>β Coefficients</th>
<th>Std Error</th>
<th>‘t’ test</th>
<th>Sig</th>
<th>95% CI</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Lower</td>
</tr>
<tr>
<td>Constant</td>
<td>243.759</td>
<td>19.098</td>
<td>12.763</td>
<td>0.000</td>
<td>206.22</td>
</tr>
<tr>
<td>Academic Achievements</td>
<td>0.122</td>
<td>0.135</td>
<td>0.903</td>
<td>0.367 NS</td>
<td>0.388</td>
</tr>
<tr>
<td>Study habits Score</td>
<td>0.534</td>
<td>0.217</td>
<td>2.466</td>
<td>0.014 **</td>
<td>0.108</td>
</tr>
<tr>
<td>Adjustment Score</td>
<td>1.603</td>
<td>0.131</td>
<td>12.273</td>
<td>0.000 ***</td>
<td>1.859</td>
</tr>
</tbody>
</table>

Dependent variable: Self Esteem, R = 0.541, R square = 0.293, F= 60.123, p<0.001
Section- 4.

Odds ratio Analysis between exposure variable (self-esteem) and the outcome variables (study habits, adjustment and academic adjustment) among all subjects.
### Table 24 Association between self-esteem and study habits among all subjects

<table>
<thead>
<tr>
<th>Level</th>
<th>Good Study Habits f&amp;%</th>
<th>Bad Study Habits f&amp;%</th>
<th>Total f&amp;%</th>
<th>OR</th>
<th>C I 95% lower</th>
<th>upper</th>
<th>χ² and p value</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Self Esteem</td>
<td>360</td>
<td>55</td>
<td>415</td>
<td>4.36</td>
<td>1.86</td>
<td>10.19</td>
<td>13.398</td>
</tr>
<tr>
<td></td>
<td>81.8%</td>
<td>12.5%</td>
<td>94.3%</td>
<td></td>
<td></td>
<td></td>
<td>0.001**</td>
</tr>
<tr>
<td>Low Self Esteem</td>
<td>15</td>
<td>10</td>
<td>25</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3.4%</td>
<td>2.3%</td>
<td>5.7%</td>
<td></td>
<td></td>
<td></td>
<td>*</td>
</tr>
<tr>
<td>Total</td>
<td>375</td>
<td>65</td>
<td>440</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>85.2%</td>
<td>14.8%</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Table 25, Association between Self-Esteem and Adjustment among all subjects

<table>
<thead>
<tr>
<th>Levels</th>
<th>Healthy Adjustment f &amp;%</th>
<th>Unhealthy Adjustment f &amp;%</th>
<th>Total f &amp;%</th>
<th>OR</th>
<th>CI 95%</th>
<th>χ² and p value</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Self Esteem</td>
<td>288 65.5%</td>
<td>127 28.9%</td>
<td>415 94.3%</td>
<td>9.1</td>
<td>3.330</td>
<td>7.619 s***</td>
</tr>
<tr>
<td>Low Self Esteem</td>
<td>05 1.1%</td>
<td>20 4.5%</td>
<td>25 5.7%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>293 66.6%</td>
<td>147 33.4%</td>
<td>440 100%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Table 30: Association Between Self-esteem and Study Habits Among Male and Female Nursing Subjects

\[ n_1 (74) + n_2 (366) = N 440 \]

<table>
<thead>
<tr>
<th>Groups</th>
<th>Levels</th>
<th>Good study habits</th>
<th>Bad study habits</th>
<th>Total</th>
<th>Pearson’s Chi-square value</th>
<th>Sign</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>( f )</td>
<td>( % )</td>
<td>( f )</td>
<td>( % )</td>
<td>( f )</td>
</tr>
<tr>
<td>Male</td>
<td>High Self Esteem</td>
<td>49</td>
<td>66.2</td>
<td>2</td>
<td>2.7</td>
<td>51</td>
</tr>
<tr>
<td></td>
<td>Low Self Esteem</td>
<td>18</td>
<td>24.3</td>
<td>5</td>
<td>6.8</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td>67</td>
<td>90.5</td>
<td>7</td>
<td>9.5</td>
<td>74</td>
</tr>
<tr>
<td>Female</td>
<td>High Self Esteem</td>
<td>311</td>
<td>85.0</td>
<td>13</td>
<td>3.6</td>
<td>324</td>
</tr>
<tr>
<td></td>
<td>Low Self Esteem</td>
<td>37</td>
<td>10.1</td>
<td>5</td>
<td>1.4</td>
<td>42</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td>348</td>
<td>95.1</td>
<td>18</td>
<td>4.9</td>
<td>366</td>
</tr>
</tbody>
</table>

Odds Ratio for Male = 6.8 at P<0.05.
Odds Ratio for Female = 3.2 at P<0.05.
CI = 95%
**Table 31. Association Between Self-esteem and Adjustment Among Male and Female Nursing Subjects**  
\( n_1 (74) + n_2 (366) = N 440 \)

<table>
<thead>
<tr>
<th>Groups</th>
<th>Levels</th>
<th>Healthy Adjustment</th>
<th>Unhealthy Adjustment</th>
<th>Total</th>
<th>Pearson’s Chi-square value</th>
<th>Sign</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>n1=74</td>
<td>High Self Esteem</td>
<td>40</td>
<td>27</td>
<td>67</td>
<td>90.5</td>
<td>5.291</td>
</tr>
<tr>
<td></td>
<td>Low Self Esteem</td>
<td>1</td>
<td>6</td>
<td>7</td>
<td>9.5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td>41</td>
<td>33</td>
<td>74</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>n2=366</td>
<td>High Self Esteem</td>
<td>248</td>
<td>100</td>
<td>348</td>
<td>95.1</td>
<td>19.194</td>
</tr>
<tr>
<td></td>
<td>Low Self Esteem</td>
<td>4</td>
<td>14</td>
<td>18</td>
<td>4.9</td>
<td></td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td>252</td>
<td>114</td>
<td>366</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

Odds Ratio for **Male** = 8.9 at \( P<0.05 \)  
Odds Ratio for **Female** = 8.7 at \( P<0.05 \)  
CI = 95%
CONCLUSION

• Study revealed that majority of the nursing students had high self-esteem, good study habits, but adjustment and academic achievement were average.

• In specific, present study also highlighted that ‘social-esteem’ in self-esteem, ‘habits of concentration’ in study habits and ‘social adjustment’ in adjustment need to be improved among nursing students. It is also proved in this study that self-esteem variable is essential in order to predict adjustment and study habits but not for the academic achievement among the nursing students.

• Hence there are students who still require help in these areas. “Information guide to teachers on self-esteem, study habits, adjustment & academic achievements” prepared for this purpose may pave way to help teachers to help students.
obrigado  Dank U  merçi  mahalo  Köszi
спасибо  Grazie  Thank you  maauruuru  Takk
Gracias  Dziękuję  Дєкує  danke  Kiitos