



INTERNATIONAL JOURNAL OF ADVANCE RESEARCH, IDEAS AND INNOVATIONS IN TECHNOLOGY

ISSN: 2454-132X

Impact factor: 4.295

(Volume 5, Issue 6)

Available online at: www.ijariit.com

Impact of self-esteem upon academic performance of college students

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ABSTRACT

Self-esteem is a personal force or a potential effect and it referred to as person's global judgments of competency regarding one's self-worth. This study aimed to assess the impact of self-esteem upon academic performance of college students. A descriptive correlational study was conducted at selected nursing College, Chennai with a sample size of 98 students who were selected through total enumerative sampling technique. Data was collected by using tools such as background variable proforma, Rosenberg Self-Esteem Scale (RSES) and proforma to assess the academic performance of the B.Sc (N) I year students. There was a positive correlation ($r=0.4$) between self- esteem and academic performance which is statistically significant ($p < 0.001$) indicating the fact that improving one's self-esteem can have positive impact on academic performance. The above findings revealed that self -esteem is most important factor that influences students 'forecast of academic performance. Planning psychological interventions to boost the self -esteem of the students will be helpful in improving their academic performance.

Keywords— Self - esteem, Academic performance, Nursing students

1. INTRODUCTION

Personality traits are the most influential factors in academic achievement among students. Achievement of productivity and improvement of quality in the educational system is an effective, influential factor for countries' development. Academic achievement is the main objective of any academic program and the most important concerns of education officials, teachers, and Student' families. Self-esteem is one of the most important factors for progress, talent and creativity development, and has caught the attention of many psychologists and researchers in recent decades. One way to help students to achieve academic success is to have positive self-esteem. Self-esteem seems to affect a child's ability to learn and to behave in class which also affects motivation. A greater degree of attention has been provided to both self-esteem and academic performance. Self-esteem has developed as a significant measure of how learners develop and value themselves while academic achievement in the future aspirations of a student has become a strong predictor.

Farokhzadian, Karmi and Forouzi (2018), in their study reported that self-efficacy for health practices was significantly correlated with academic achievement ($r = 0.282$, $p < 0.0001$). The correlation between health-promoting behaviors and health self-efficacy with academic achievement can be a good basis for devising health and educational programs for nursing students. A descriptive-correlational study was conducted to assess the relationship between medical sciences students' self-esteem and academic achievement of students studying at Guilan University of medical science, 537 university students who were selected using stratified random sampling method. The highest mean score of self-esteem was related to the familial element, and the lowest average was in terms of social self-esteem, therefore, given the importance and necessity of self-esteem in academic achievement, strengthening of all aspects of self-esteem is suggested. Academic achievement and the prevention of drops in academic performance among learners are a major issue of instructional planners in university education departments. Educators have also long sought to build upon student's self-esteem and in doing so may subsequently give them good examination scores. Students with high self-esteem have also been strongly associated with achieving excellent academic scores. This study is conducted to assess the Self-esteem and Academic Performance among B.Sc. (N) I Year Students in Selected Nursing College, Chennai.

2. STATEMENT OF THE PROBLEM

A Descriptive Correlational Study to Assess the Self-esteem and Academic Performance among B.Sc. (N) I Year Students in Selected Nursing College, Chennai

3. OBJECTIVES

The objectives of the study are as follows:

- To assess the level of self-esteem among B.Sc. (N) I year Nursing students.
- To assess the academic performance of the B.Sc. (N) I year Nursing students.
- To find out the correlation between, Self-esteem and academic performance among B.Sc. (N) I year students.

4. NULL HYPOTHESIS

H₀: There will be no significant correlation between self-esteem and academic performance among B.Sc. (N) I Year students.

5. RESEARCH METHODOLOGY

A descriptive correlational study was conducted at selected nursing college, Chennai, with a sample size of 98 who were selected through total enumerative sampling technique. Data was collected by using tools such as background Variable proforma, Rosenberg Self Esteem Scale (Rosenberg, 1965) and Proforma to assess the academic performance of B.Sc. (N) I Year students, through self-administration method. Rosenberg Self Esteem Scale (RSES) is a standardized tool, developed by Dr.Morris Rosenberg in the year 1965 to measure a person’s Self-esteem. A Cronbach’s alpha of .828 was found for the RSES, indicating acceptable internal reliability. It is a 10-item, 4-point rating scale (3-Strongly agree, 2-Agree, 1-Disagree, 0-Strongly Disagree) with positive and negative statements. Reverse scoring is given for negative items. The positive and negative items were presented in random order to reduce the effect of a respondent set. A total score was obtained by adding the numerical responses for each item, after changing the signs of reversed items. Thus the total obtainable score ranged from 0-30.The higher the score, the higher the self-esteem. With regard to academic performance, total marks obtained by the students in the latest examination conducted in the college for 75 marks which were converted into percentage and average percentage was calculated and considered as academic performance.

6. RESULTS

The collected data was entered and analyzed using appropriate descriptive (Frequency, %, Mean and SD), and inferential (correlation) statistics using SPSS version 20.

Table 1: Frequency and Percentage Distribution of Background Characteristics of Nursing Students, (N=98)

Variables	f	%
Age		
18 years	59	60
19 years	37	38
20 years and above	2	2
The medium of Instruction in School		
English	67	68
Tamil	30	31
Others	1	1
Sector of School Education		
Government School	14	14
Aided School	32	33
Private School	52	53
Percentage of marks obtained in Higher Secondary examination		
< 60%	17	17
61-74%	59	60
>75%	22	23

Table 1 depicts the majority of the B.Sc. Nursing I Year students were aged 19 years (60%), studied in English medium in their school (68%) and scored 61-74% of marks in their current term examination (60%) and studied in private school (53%).

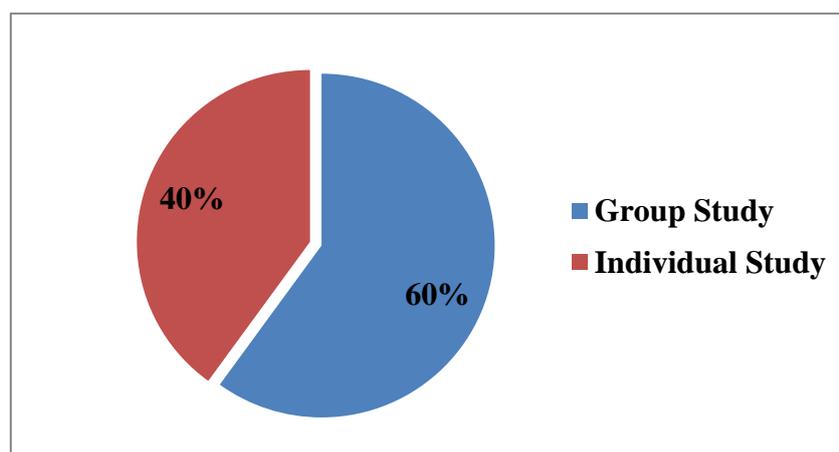


Fig. 1: Percentage Distribution of Preferred Study habits among Nursing Students

Figure 1 depicts that the majority of the students' preferred to study in group (60%) and 40% of them preferred to study individually.

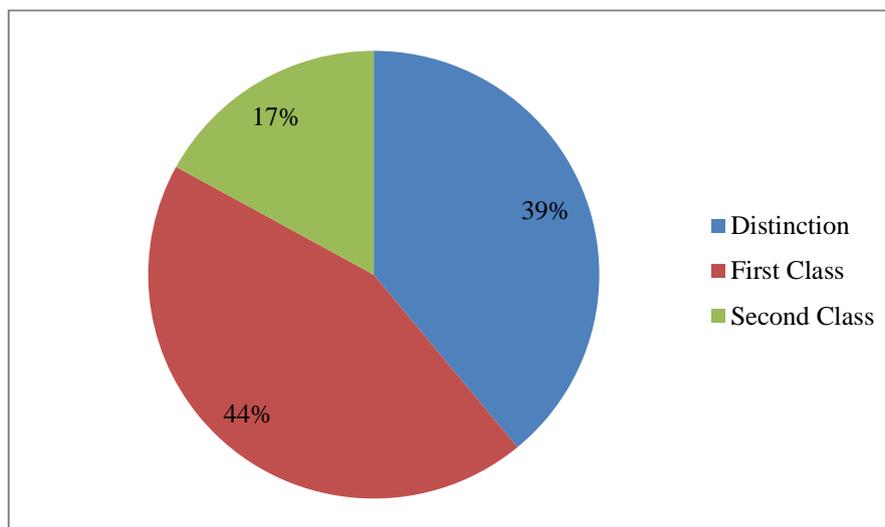


Fig. 2: Level of Academic Performance of B.Sc. (N) I Year Students

Figure 2 depicts that 44% of the nursing students scored first class, followed by distinction (39%) and second class (17%) in the examination.

Table 2: Mean and SD of Self-Esteem and Academic performance among B.Sc. (N) I Year Students, (N= 98)

Variable	Max Score	Obtained Score		Mean Score	Mean %	SD
		Min	Max			
Self Esteem	30	14	26	19.71	65.7	2.76
Academic Performance	100	58	85	71.22	71.2	6.92

Table 2 depicts that mean scores and SD of self-esteem were (19.71±2.76) and academic performance was (71.22±6.92).

Table 3: Correlation between Self-Esteem and Academic performance among B.Sc. (N) I Year Students, (N= 98)

Variables	r value	p-value
Self Esteem	0.4	p<0.001
Academic performance		

Table 3 depicts that there is a positive correlation (r=0.4) between self-esteem and academic performance which is statistically significant (p<0.001) indicating the fact that improving one's self-esteem can have positive impact on academic performance.

7. DISCUSSION

Majority of the B.Sc. Nursing I Year students were aged 19 years (60%), studied in English medium in their school (68%) and scored 61-74% of marks in their current term examination (60%), studied in private school (53%). The majority of the students' preferred study habits were group study (60%) and 40% of them preferred to study individually. It may be due to the fact that students in study groups can generally learn faster than students studying alone. Study groups provide an excellent opportunity to fill in gaps in understanding by comparing notes with other students. It will also help every student to check the accuracy of their own. Group members also share tips about how they take notes which everyone can try out. With regard to academic performance, 44% of the nursing students scored first class, followed by distinction (39%) and second class (17%) in the examination. Mean scores and SD of self-esteem were (19.71±2.76) and academic performance was (71.22±6.92). With regard to correlation between Self-Esteem and Academic performance among B.Sc. (N) I Year Students, there is a positive correlation (r=0.4) between self-esteem and academic performance which is statistically significant (p<0.001) indicating the fact that improving one's self-esteem can have positive impact on academic performance. When the students understand that their failures are a result of effort rather than ability, they will probably exhibit a greater persistence to overcome their failures rather than developing an attitude of helplessness and worthlessness. Similar results were obtained in the study conducted by Arayana (2010) to find out the relationship between self-esteem and academic achievement among the pre-university students. The results demonstrated that there was significant (p<0.01) positive relationship between self-esteem and academic achievement. It highlights the fact that self-esteem can be enhanced by using creative and innovative techniques.

8. CONCLUSION

Nursing students play a vital role in the promotion of public health as health promoters and professional care providers. Therefore, health-promoting behaviors in nursing students and their self-esteem for health practices are important in providing better services to patients. It could be concluded that college authorities especially counselors and teachers should be aware of the impact of self-esteem and academic achievement in students. Teachers must be trained about the strategies which are related to the self-esteem building and have to observe students and their interactions with peers carefully to meet the needs of them. Finally, practical research needs to be done to develop programs for, empower the teachers and administrators to use on an individual, in the classroom, and

on institutional level respectively. Nurse educators and other stakeholders should plan and implement various strategies to improve the self-esteem of students, which also helps to improve academic performance which is an essential factor to achieve success in one's life.

9. ACKNOWLEDGEMENT

The authors appreciate all students who participated in this study.

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