



Original Article

Self-Esteem and its Impact on Academic Performance among Undergraduate Nursing Students of Khyber Pukhtunkhwa Pakistan; A Correlational Study

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ABSTRACT

Self-esteem is defined as self-value and the combination of skills and emotional states that describe how highly people respect themselves or think about themselves. **Objective:** To identify the correlation between self-esteem and academic performance. **Methods:** The study design was correlational descriptive, which was conducted from August 2022 to September 2022, with a sample size of 185 nursing students and a non-probability sampling technique. The self-esteem of the participants was assessed through a valid and reliable scale. **Results:** Among the study participants, the majority of the students were male (64.5%). In the collected data, the majority of students' self-esteem was average (91.90%), while the academic performance of the participants was average (61.1%). The most frequent answers to the scale questions were "agree" and "strongly agree". The overall self-esteem of male participants was higher compared to female participants, while the 4th year students' self-esteem was higher compared to other years' students. In the academic performance, the performance was best and average. The academic performance of males were higher than female participants. The findings show that there is no correlation between self-esteem and academic performance and also no correlation with selected demographic variables. **Conclusions:** The study demonstrates that students with higher self-esteem are more confident, have a lower stress level, and are energetic, good problem solvers. Senior students' self-esteem has higher self-esteem compared to other class students.

INTRODUCTION

Self-esteem is the combination of skills and emotional states that describe how highly people respect themselves or think about themselves [1]. Self-esteem is self-value. That is the gap between the ideal and real self [2]. According to Rosenberg (1985), self-esteem is an internal belief system that is an evaluation of self-made by someone regarding himself in a negative or positive way, as explained by Rosenberg [3]. The idea and perception of self reflects on the value of an individual towards himself and toward the capabilities of skills performed in clinical and

academic performance. Self-esteem is considered an evaluation of self-knowledge. Therefore, self-evaluation could be positive or negative. People with low self-esteem are associated with a negative perception of themselves, while higher self-esteem is considered a good evaluation of them [1]. According to Maslow's hierarchy of human needs, positive self-esteem is the key towards self-actualization. Nursing education consists of theoretical sessions and clinical duties; therefore, students go through multiple evaluations and experiences [4]. In clinical duties, nursing

students interact with patients, so they perform the roles of caregiver, health promoter, advocate, and collaborator with patients and other clinical health workers. Self-esteem supports the students' ability to cope with difficult and stressful situations because it plays an important role in the development of psychological development [5, 6]. According to previous studies, self-esteem is associated with life satisfaction and low self-esteem can be associated with psychological symptoms like stress, depression, and anxiety [7-9]. During this transition period, nursing students entering degree programmes go through multiple semesters and different roles, so exploring self-esteem is important because of the changes in experiences associated with study and life. Those individuals who face low self-esteem are suffering from insecurity, inferiority, loss of confidence, self-respect and pathological changes such as insomnia, stress and depression that lead to poor academic performance and low quality care [10]. Those students who have higher self-esteem have all the qualities that are required for psychological development, such as confidence, being highly motivated, energetic, problem-solvers, and decision-makers in difficult situations, and have a low stress level [11]. There was a lack of studies in the context of Pakistan to identify the level of self-esteem among the undergraduate students of nursing. Therefore, the aim of this study was to evaluate self-esteem and correlate it with academic performance.

METHODS

This study was conducted from August 2022 to September 2022 in the registered nursing colleges of Khyber Pukhtankhwa using a descriptive correlation study design. The study population was undergraduate nursing students enrolled in public and private nursing institutes in Khyber Pukhtankhwa. Those students who are currently enrolled in any semester of a 4-year degree program and agree to be the participants voluntarily were the inclusion criteria, while those nursing students who were performing clinical duties during the duration of this study were excluded from the study. A sample size of 185 students was chosen while using the non-probability sampling technique. The study instrument was the Rosenberg self-esteem valid and reliable questionnaire, having a chronbach alpha (0.81) that contained 10 items on a 4 point Likert scale [12]. The cutoff values were set for self-esteem:

- Score 20 and below—Poor self-esteem
- Self-esteem ranges from 21 to 30 for average self-esteem,
- Score between 31 and 40. high self-esteem

The responses to Items 2, 5, 6, 8, and 9 were reversed as a part of the requirements of the questionnaire.

The second instrument used in the study was academic performance

- GPA below 2.80 were poor performance
- GPA 2.81 to 3.40 average performance
- GPA above 3.41 good performances

RESULTS

The participants of this study were undergraduate nursing students from Khyber Pakhtankhwa, Pakistan. The total number of participants was 185, where the majority of the participants were males (65.4%) and females (34.6%). In the category of age, the age group of 22 to 25 years was higher (62.2%), while the age group of 18 to 21 years was lower (22.2%) and the age group of 26 years and above was lower (15.7%). The students of semester 7th and 8th (4th year) were the maximum participants (39.5%), followed by 3rd and 4th semester (2nd year) participants (25.4%), then (3rd year) 5th and 6th semester (22.7%), and the 1st year (1st and 2nd semester) students (12.4%). The participants living in rural areas were higher (63.2%) than urban students (36.8%). The students from private colleges were higher (85.9%) than government college students (14.1%) (Table 1).

Characteristics		Frequency (n=185) (%)
Gender	Male	121 (65.4%)
	Female	64 (34.6%)
Age	18 -21 years	41 (22.2%)
	22 - 25 years	115 (62.2%)
	26 - and above	29 (15.7%)
Year of BSN	1st year (1st and 2nd semester)	23 (12.4%)
	2nd year (3rd and 4th semester)	47 (25.4%)
	3rd year (5th and 6th semester)	42 (22.7%)
	4th year (7th and 8th semester)	73 (39.5%)
Living in	Urban	68 (36.8%)
	Rural	117 (63.2%)
	Private	159 (85.9%)
	Public	26 (14.1%)

Table 1: Demographic characteristics of the participants

The Rosenberg scale contains 10 items, where the responses of the participants were noted on a 4-point Likert scale. The responses to questions 1, 3, 4, 7, and 10 were noted as exactly as received, while the responses to questions 2, 5, 6, 8, 9 were reversed as required. In table 2, the most frequent answers to every question with the mean and standard deviation score were noted. While the self-esteem of the participants is further divided into gender and years of study (Table 2).

Question	Most frequent	Mean ± SD
1	3-Agree	3.07 ± 0.83
2	4-strongly agree	3.25 ± 0.81
3	2-Disagree	2.38 ± 0.99
4	4-strongly agree	3.42 ± 0.76
5	3-Agree	2.64 ± 0.95
6	3-Agree	2.98 ± 0.88

7	4-strongly agree	3.16 ± 0.84	
8	3-Agree	3.02 ± 0.82	
9	2-Disagree	2.75 ± 1.01	
10	2-Disagree	2.75 ± 1.01	
Self-Esteem according to cutoff and selected variables			
	High self-esteem	Average self-esteem	Poor self-esteem
Overall self-esteem	13 (7%)	170 (91.9%)	2 (1.1%)
Self-esteem Gender basis			
Male	6 (3.2%)	114 (61.6%)	1 (0.5%)
Female	7 (3.7%)	56 (30.2%)	1 (0.5%)
Self-esteem year basis (semesters)			
1st year	1 (0.5%)	22 (11.8%)	0 (0%)
2nd year	5 (2.7%)	42 (22.7%)	0 (0%)
3rd year	2 (1.08%)	38 (20.8%)	2 (0%)
4th year	5 (2.7%)	68 (36.7%)	0 (0%)

Table 2: Self-esteem of the participants with most frequent answer of the questions

Table 3 shows the academic performance of the students, further elaborated on the basis of gender and year of study.

	Best performance	Average performance	Poor performance
Total participants	50 (27%)	113 (61%)	22 (12%)
Academic performance on gender basis			
Male	43 (22.2%)	68 (36.7%)	10 (5.4%)
Female	7 (3.7%)	45 (24.3%)	12 (6.4%)
Academic performance on year basis			
1st year	8 (4.3%)	15 (8.1%)	0 (0%)
2nd year	13 (7.0%)	32 (17.2%)	2 (1.0%)
3rd year	10 (5.4%)	23 (12.4%)	9 (4.8%)
4th year	19 (10.2%)	43 (23.2%)	11 (5.9%)

Table 3: Academic performance of the participants

Table 4 shows that there is no significant association of self-esteem with academic performance and selected variables

	Academic performance	Gender	Age	Semesters
Self-esteem [®]	0.043	0.09	0.11	-0.01
p-value	0.56	0.22	0.11	0.56

Table 4: Correlation of Self-esteem and Academic performance

DISCUSSION

In this study, the majority of the participants were male (65.4%) compared to female students (34.6%). That is different from the study where the majority of the participants were females (81.9%) [13]. In this study, the highest number of students had average self-esteem (91.8%), followed by higher and then poorer lower esteem. The findings are similar to a study that shows the majority of the students' self-esteem was average (52.2%) [14]. The findings are also consistent with the study that reveals that (54.7%) were of average self-esteem, followed by high and low [15]. The results were also similar to a study where the

majority of student self-esteem was moderate (73.3%) [13]. The finding of the study is also similar to our findings that show that among the participants, a higher number of students had average self-esteem [16]. The results are different in a study where high self-esteem was (95.3%) maximum among the participants [17], while another study also had different findings, where the majority of the participants had high self-esteem [18]. In our study, the level of self-esteem in the high self-esteem category was higher (3.7%) compared to male participants (3.2%). While in the average category, males perform better than female participants. The findings of higher self-esteem are contradicted by a study and similar with average self-esteem, which shows that the mean score for male self-esteem is higher (30.4 ± 1.2) than female students' (29.1 ± 0.1) [15]. Another two studies show that male students have a higher level of assertiveness and self-esteem compared to female students [19, 20]. On the basis of year, the self-esteem in the high category, the 2nd and 4th year students perform well, while in the overall category, the percentage of 4th year students perform well in all categories. The results are supported by a study which shows that four-stage students have the highest self-esteem compared to other grades [15]. Another study result also shows similarity with our findings that fourth-year students have maximum self-esteem compared to other students [21]. In this study, there was no correlation of self-esteem with academic performance and other selected variables. The study contradicts our study; there is an association ($p = 0.034$) between level of education and level of self-esteem [17].

CONCLUSIONS

The study concluded that nursing students have awareness regarding self-esteem and that as the students are promoted to higher classes, their self-esteem increases. Self-esteem enhances the capabilities of students, such as confidence, being highly motivated, energetic, problem-solvers, and decision-makers in difficult situations, and having a low stress level. The study also determined that there is no correlation between academic performance and self-esteem.

Conflicts of Interest

The authors declare no conflict of interest.

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