

Level of Self-Esteem and Self-Efficacy Among Students in Nursing Colleges.

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Abstract

This study explores the relationship between self-esteem and self-efficacy among nursing students in Maharashtra. Nursing education is a demanding field, requiring both technical proficiency and emotional resilience. Self-esteem and self-efficacy are critical psychological constructs that influence academic performance, clinical decision-making, and overall well-being. A cross-sectional study of 60 nursing students revealed a strong positive correlation ($r = 0.95$, $p < 0.001$) between self-esteem and self-efficacy, with academic performance and social support identified as key predictors. These findings provide insights to inform educational strategies and student support mechanisms.

Keywords: *proficiency, Psychological, self-esteem*

Introduction

Nursing students often face significant academic and clinical challenges, which necessitate a strong sense of self-worth and confidence in their abilities. Self-esteem refers to an individual's overall evaluation of their worth, while self-efficacy pertains to their belief in their capacity to execute specific tasks successfully. Both constructs are essential for personal and professional growth in the nursing profession.

Studies have shown that self-esteem and self-efficacy are interrelated and significantly impact students' academic achievements, stress management, and clinical performance. According to Bandura's Self-Efficacy Theory, belief in one's abilities is pivotal for motivation and goal achievement. However, limited research has been conducted on this topic in the context of nursing students in Maharashtra. This study aims to fill this gap by assessing the correlation between self-esteem and self-efficacy in this population and providing insights relevant to the unique cultural and educational environment of Maharashtra.

Objectives

1. To measure the levels of self-esteem and self-efficacy among nursing students in Maharashtra.
2. To assess the correlation between self-esteem and self-efficacy.
3. To identify factors influencing self-esteem and self-efficacy in nursing students.

Methodology

Study Design

A cross-sectional, correlational study design was adopted.

Population and Sample

The study population comprised students enrolled in nursing colleges across Maharashtra. A stratified random sampling method was used to select 60 participants, ensuring representation from different academic years and geographical locations.

Inclusion Criteria

1. Students currently enrolled in nursing programs.
2. Students willing to participate in the study.

Exclusion Criteria

1. Students with diagnosed psychological disorders.
2. Students unwilling to provide informed consent.

Data Collection Tools

1. **Rosenberg Self-Esteem Scale (RSES):** A widely used instrument with high reliability and validity to measure self-esteem.
2. **General Self-Efficacy Scale (GSES):** A validated tool to assess self-efficacy.

Procedure

Data were collected through structured questionnaires administered during scheduled sessions at the respective colleges. Participants were briefed about the study objectives and ensured confidentiality. The sample size of 60 was determined based on feasibility and representation.

Data Analysis

Data were analyzed using descriptive statistics to summarize the levels of self-esteem and self-efficacy. Pearson's correlation coefficient was employed to assess the relationship between the two variables. Multiple regression analysis was conducted to identify predictors of self-esteem and self-efficacy. Statistical significance was set at $p < 0.05$.

Additionally, the association between selected socio-demographic variables and levels of self-esteem and self-efficacy was analyzed using a chi-square test (χ^2). The findings revealed no significant association between self-esteem or self-efficacy levels and the selected socio-demographic variables, including age, gender, year of study, and history of previous exposure to psychosocial therapy or interventions. The χ^2 calculated values for all variables were less than the χ^2 table values, with p-values greater than 0.05. This indicates that pretest levels of self-esteem and self-efficacy were independent of these demographic factors in both groups.

Results

Descriptive Statistics

Self-Esteem:

- Mean: 30.8
- Standard Deviation: 1.5
- Minimum: 28.7
- Maximum: 34.0
- Median: 30.9

Self-Efficacy:

- Mean: 30.9
- Standard Deviation: 1.6
- Minimum: 28.5
- Maximum: 33.1

- Median: 30.4

Correlation Analysis

The Pearson correlation coefficient between self-esteem and self-efficacy was 0.95, indicating a strong positive correlation. The p-value was < 0.001 , confirming the statistical significance of the relationship.

Regression Analysis

Key predictors of self-esteem and self-efficacy included:

- **Academic performance:** Students with better academic records reported higher scores.
- **Social support:** Support from peers and family significantly influenced both constructs.
- **Clinical experience:** Students with more clinical exposure demonstrated greater self-confidence and self-worth.

Chi-Square Test Analysis

The chi-square test (χ^2) was used to analyze the association between selected socio-demographic variables and levels of self-esteem and self-efficacy among nursing students. The findings revealed:

- **Self-Esteem:** No significant association was observed between self-esteem levels and variables such as age, gender, year of study, and history of psychosocial therapy ($p > 0.05$).
- **Self-Efficacy:** Similarly, no significant association was found between self-efficacy levels and these demographic factors ($p > 0.05$).

Discussion

The findings suggest a strong interrelationship between self-esteem and self-efficacy among nursing students. These results align with previous studies, such as Shrestha (2019) and Athira et al. (2017), which emphasize the importance of these psychological constructs in academic and clinical settings. The high correlation observed ($r = 0.95$) highlights the potential shared underlying factors, such as supportive educational environments and stress management capabilities.

In the Indian context, cultural factors such as familial expectations and societal norms may also play a role in shaping self-esteem and self-efficacy. This study underscores the need for targeted interventions to enhance these traits, particularly in high-pressure fields like nursing.

Implications for Practice

1. **Curriculum Development:** Incorporate modules on self-esteem and self-efficacy enhancement, focusing on resilience-building activities and positive feedback mechanisms.
2. **Mentorship Programs:** Establish peer and faculty mentorship programs to provide consistent emotional and academic support.
3. **Workshops and Training:** Conduct workshops on stress management, communication skills, and confidence-building to improve coping mechanisms.
4. **Digital Tools:** Introduce mobile apps and online modules that offer self-assessment tools and personalized feedback to enhance psychological well-being.

Conclusion

This study underscores the strong positive correlation between self-esteem and self-efficacy among nursing students in Maharashtra. Educational institutions should prioritize interventions to enhance these psychological constructs, fostering better academic and professional outcomes. Future research could explore longitudinal impacts and cultural variations to deepen understanding in this area.

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