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# Adjustment and Self-esteem among Novice B Sc. Nursing Students of Udupi District

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## Abstract

**Background:** Everyone makes a lot of adjustments to lead a good life. The atmosphere in college plays an important role in developing the self-esteem of the students. **Objective:** To find the correlation between adjustment and self-esteem among novice B.Sc. Nursing students. **Methods:** The study was conducted with 196 first year B.Sc. Nursing students using correlative study design. A convenient sampling technique was adopted. Socio-demographic proforma, adjustment assessment inventory and state self-esteem scale were used to collect the data. **Results:** The findings of the study revealed that among 196 students, 119 (60.7%) had a moderate adjustment, 50 (25.5%) had a good adjustment and 27 (13.8%) of the students had a poor adjustment. Majority of the students, 169 (86.20%) had good self-esteem and 27 (13.80%) had poor self-esteem. A significant relationship was found between adjustment and self-esteem ( $r=0.615$ ,  $p=.000$ ). A significant association was also found between gender, monthly family income and adjustment. **Conclusion:** Students who leave home for the first time to stay in hostels and study, faced challenges in adjusting to the various demands compared to students who were natives and did not stay in hostels while studying. Therefore, much more effort is needed to settle those students in a new environment.

**Keywords:** Adjustment, self-esteem, nursing students

## Introduction

Adjustment is a method by which an individual by using different coping mechanisms tries to get accustomed to the new environment. Adolescents away from home face many challenges as the new environment demand lot of adjustment (Valsaraj, Savitha, & Nayak, 2017).

Immaturity is the most imperative time frame in one's life. It is a time of anxiety, of fantasies, of exceptional

friendship and forever, the brain is devout and unadulterated, free of all evil (Kale, 2011). The present society is dynamic. The needs of human beings are increasing tremendously which needs to be fulfilled. Everybody in a society is in the race. This poses a serious threat to the adjustment of the individuals, particularly to the adolescents/college students. Adolescence is Adolescents are' more vulnerable to most of the psychology problems/social problems (Sangeeta & Chirag, 2014).

Adolescents face numerous adjustment problems. A qualitative study conducted at the University of Zimbabwe among first year students experienced adjustment problems in both social and academic areas. Higher social and academic adjustment challenges were reported by female students than male students (Mudhovozi, 2012). Freshman students of Jimma University, Ethiopia reported a moderate level of social adjustment problems (50%). The study also reported that female students are more predisposed to all forms of adjustment problems, particularly in the area of

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social adjustment as compared with male students (Jemal, 2012).

Studies from India determined the level of adjustment problems among adolescents. A study from Coimbatore, India among 148 higher secondary school students revealed that 56.36% of the boys had a high-level social adjustment, 42.72% had a moderate level and 0.91% of the boys had a low level of social adjustment. Similarly, among the girls, 78.95% of them had a high level and 21.05% of girls had a moderate level of social adjustment (Packiaselvi & Malathi, 2012). In a study among institutionalized children between the age group of 10-16 years found unsatisfactory social, emotional and educational adjustment (Hunshal & Gaonkar, 2010). The undergraduate students from low socio-economic status have reported more adjustment problems than that of high socio-economic status students (Nidhi & Kermane, 2015). A study among six hundred adolescent students between the age group of 15-16 years, studying in PUC College, Mysore demonstrated an unsatisfactory and an average level of adjustment. A substantial rate of gender difference was demonstrated in the areas of the home and social adjustment (Bhaskar & Komala, 2014).

Self-esteem refers to the degree of regard or respect that individuals have for themselves and is a measure of worth that they place on their abilities and judgment (Townsend & Morgan, 2017). Self-esteem is usually viewed as the “evaluation that individuals make about themselves that expresses a self-judgment of approval, disapproval, and personal worth. It is regarded as the respect of oneself, a common need for every human being, and is a crucial element in restoring health and well-being. Adolescents who feel positive about themselves, have less restless evenings, surrenders less effectively to the weight of similarity by peers, and are less inclined to utilize medications and liquor, are more diligent at troublesome undertakings, are more joyful and are friendlier. Above all, they tend to perform better scholastically. Self-esteem indicates self-judgments of individual worth and worldwide sentiments of skill and self-acknowledgement (Belsiyal, 2015). Adolescents with a good quality relationship with their parents had a higher level of self-esteem and good academic achievement (Baharudin & Zulkefly, 2009).

Nurses have a long-standing history of providing health care education and services to the public to promote health and well-being (Fothergill et al., 2000). To deliver the care, the nurse has to have healthy self-esteem, which is essential for psychological well-being and a positive self-concept (Pelham & Swann, 1989). In a descriptive study conducted at the University of South of Minas, Gerais Brazil, nursing students demonstrated high self-esteem in relation to the professional perspective (Chaves et al., 2013). A cross-sectional study among nursing students at Kathmandu University, Nepal presented low self-esteem among 78% percent of students and 22% of students had high self-esteem (Pandey & Chalise, 2015). A comparative study among Nigerian private and public secondary school students demonstrated high self-esteem among private school students compared with public school students who showed low self-esteem (Eremie & Chikweru, 2015).

## Materials and Method

The correlative study design was used in the study. The sample size in the study was calculated as 196 based on the estimation of proportion after the pilot study. There were very fewer numbers of first year B.Sc. nursing students in selected colleges of Udupi district since the researchers used a convenient sampling method for selecting the sample.

The investigators collected the subject’s details from the colleges. A letter of approval from the Principals of selected nursing colleges was obtained and ethical approval from the Institutional Ethics Committee of the University was taken before the study. (IEC No.-862/2017). Data were collected in January 2018 among first year B.Sc. nursing students who consented to take part in the study.

The instruments used in the study were demographic proforma developed by the investigators to collect the background information of the subjects, self-structured adjustment assessment inventory and state self-esteem scale. Adjustment assessment inventory was developed by the investigators after an extensive review of the literature to assess the adjustment among nursing students. This is a dichotomous questionnaire scoring yes=1, or no=0. The tool consists of 30 items with the following areas of adjustment: health, home, social, educational and emotional adjustment. The

score ranged from 0-30 and were classified as; good adjustment, (21-30), moderate adjustment (11--20), and poor adjustment (0-10). The content validity of the tool was established; the reliability of the scale was found to be 0.96.

State self-esteem scale is a standardized tool to assess self-esteem. (Heatherton & Polivy, 1991). The scale consists of 20 items; 13 statements are negatively worded and 7 statements are positively worded with the sum score of 100. The score is categorized as good self-esteem (61 – 100) and poor self-esteem (20 – 60). The reliability of the state self-esteem scale is 0.78 by Chronbach’s alphas

**Results**

SPSS (Statistical Package for Social Sciences) 16.0 was used for data analysis. Descriptive and Inferential statistics such as frequency and percentage, Karl Pearson’s correlation coefficient test and Chi-square test were used in data analysis.  $p < .05$  value was taken as significant.

**Description of the demographic variables**

Table 1:  
*Frequency and Percentage Distribution of the Sample Characteristics*

N=196		
Sample Characteristics	Frequency(f)	Percentage(%)
<b>Age in years</b>		
18-20	190	96.9
More than 20	6	3.1
<b>Gender</b>		
Male	25	12.8
Female	171	87.2
<b>Number of siblings</b>		
Nil	16	8.2
One	108	55.1
Two	47	24.0
Three or more than three	25	12.8
<b>Residency</b>		
Hostel	139	70.9
Paying guest	3	1.5
Home	54	27.6

Sample Characteristics	Frequency(f)	Percentage(%)
<b>Type of family</b>		
Joint	31	15.8
Nuclear	165	84.2
<b>Medium of instruction in Higher secondary</b>		
English	1169	8 86.2
Kannada	11	5.6
Malayalam	15	7.7
Any other	1	0.5
<b>Area of living of family</b>		
Rural	134	68.4
Urban	62	31.6
<b>Education of father</b>		
No formal education	12	6.1
Primary	41	20.9
Secondary	63	32.1
Senior secondary	50	25.5
Graduation or above	30	15.3
<b>Education of mother</b>		
No formal education	15	7.7
Primary	38	19.4
Secondary	54	27.6
Senior secondary	55	28.1
Graduation or above	34	17.3
<b>Occupation of father</b>		
Government employee	10	5.1
Private employee	58	29.6
Self-business	95	48.5
Unemployed	33	16.8
<b>Occupation of mother</b>		
Government employee	12	6.1
Private employee	47	24.0
Self-business	23	11.7
Unemployed	114	58.2

The data presented in Table 1 shows that the majority of the students, 190 (96.9%) belonged to the age group

of 18-20 years. One hundred and seventy-one (87.2%) participants were females. Most of the students, 139 (70.9%) were living in the hostel. One hundred and sixty-five (84.2%) were from the nuclear family. Majority of the students, 63 (32.1%) participant's father's education was secondary class, whereas most of the participants 55 (28.1%) mothers were studied up to senior secondary classes. Ninety-five (48.5%) student's fathers were having their own business and mothers 114 (58.2%) were unemployed.

**Description of Adjustment**

Table 2:

*Frequency and Percentage Distribution of Adjustment among Novice Nursing students*

N=196		
Level of adjustment	Frequency(f)	Percentage(%)
Good	50	25.5
Moderate	119	60.7
Poor	27	13.8

The data in table 2 shows that the majority of the students, 119 (60.7%) were having a moderate adjustment, 50 (25.5%) were having a good adjustment and 27 (13.8%) were having a poor adjustment.

**Description of self-esteem**

The present study reports that among 196 students, 169 (86.20%) students are having good self-esteem

and 27 (13.80%) students are having poor self-esteem (Figure 1).

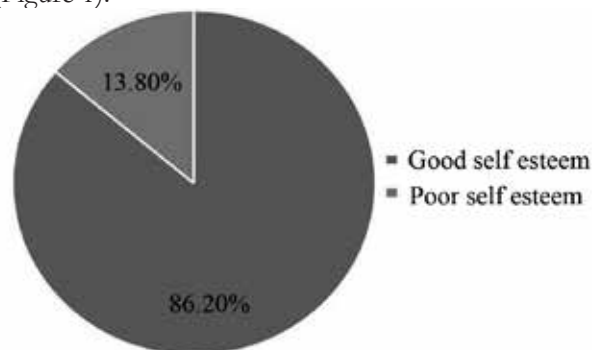


Figure 1: Pie diagram describing the level of self-esteem among novice nursing students

**The co-relation between adjustment and self-esteem**

The current study found a significant relationship between adjustment and self-esteem among novice nursing students. ( $r=0.615$ ,  $p=0.000$ ) shown in table 3.

Table 3: *Co-relation between Adjustment and Self-esteem among Novice Nursing Students*

N=196		
Variables	r value	p value
Adjustment	0.615	.000
Self-esteem		

$p < .05$  level of significance

Table 4:

*Association between Adjustment and Selected Socio-Demographic Variables*

N=196						
Variables	Good adjustment level	Moderate adjustment level	Poor adjustment level	df	$\chi^2$	p value
<b>Age (in Years)</b>						
18-20	48	116	26	2	4.029	.402
>20	2	3	1			
<b>Gender</b>						
Male	11	14	0	2	7.892	.019*
Female	39	105	27			
<b>Number of siblings</b>						
Nil	7	8	1			
One	28	64	16	6	7.837	.250
Two	13	29	5			
Three or more	2	18	5			

<b>Residence</b>						
Hostel	34	84	21			
Paying guest	0	3	0	4	2.839	.585
Home	16	32	6			
<b>Monthly family income (in rupees)</b>						
Equal or <5000	2	19	7			
5001 – 10000	17	36	9			
10001 – 15000	4	29	4	8	19.356	.013
15001 – 20000	10	16	3			
>20000	17	19	4			
<b>Type of family</b>						
Joint	9	19	3	2	0.630	.730
Nuclear	41	100	24			
<b>Medium of instruction in higher secondary</b>						
English	42	103	24			
Kannada	3	7	1			
Malayalam	4	9	2	6	3.188	.785
Any other	1	0	0			
<b>Area of the living of family</b>						
Rural	30	88	16	2	4.369	.113
Urban	20	31	11			

### Association between adjustment and selected socio-demographic variables

The Chi-square value listed in table 4 shows that there is a significant association between gender ( $\chi^2=7.892, p=.019$ ) and monthly family income ( $\chi^2=19.356, p=.013$ ) with adjustment and selected demographic variables at 0.05 level. There is no significant association was found between self-esteem and selected demographic variables.

### Discussion

In this study, majority of the students, 119 (60.7%) had an average level of adjustment, 50 (25.5%) students had a normal adjustment level and 27 (13.8%) students had a low adjustment level. The study conducted in

Pune, India, found that among 150 first year B.Sc. nursing students, 126 (84%) students had a moderate adjustment, and 24 (16%) students had serious adjustment issues (Kale, 2011).

In a cross-sectional study carried out in China among 643 high school nursing students of vocational training, an association was found between adverse life events and various dimensions of adaptations to school adjustment, such as personal and social relationship, learning, life in the campus, career/ profession, psychological, personal and satisfaction in life. (Liu, Zhao, Tian, Zou, & Li, 2015).

There was a substantial difference found in the adjustment of males and females ( $t=0.88$ ,  $p= .01$ ) and urban and rural area were observed in a comparative study carried out among the college students ( $t=0.86$ ,  $p= .01$ ) (Hafiz, 2016).

This study also found that the majority of the students 169 (86.2%) had good self-esteem and few of them 27 (13.8%) had poor self-esteem. In a study conducted among 35 nursing students in selected nursing colleges at Bangalore (2015), revealed that 24 (68.6%) of the subjects had the distinctive level of self-esteem, while, 11 (31.4%) of them had low self-esteem (Belsiyal, 2015). Another study conducted at the University of Nigeria found 72% undergraduate students having high self-esteem, whereas 28% of them manifested low self-esteem (Okwaraji, Onyebueke, Nduanya, & Nwokpoku, 2017).

This study showed a significant positive correlation was found between adjustment and self-esteem among the first year nursing students ( $r = 0.615$ ,  $p = .000$ ). A study among 172 adolescent students to compare and contrast the relationship between self-esteem and academic achievement demonstrated a significantly higher correlation for the students from the United States than for the British students across the school year (Booth & Gerard, 2011). A correlational study conducted in higher secondary schools of the Udupi district among 96 students revealed a significant correlation between academic stress and self-esteem (Nikitha, Jose, & Valsaraj, 2014).

## Conclusion

Based on the results of this study, it is suggested that group discussions can be organized in colleges at the beginning of academic year related to adjustment issues and self-esteem of the students, and events can be organized to teach these skills. The findings imply administrators of the colleges and teachers role in helping the students to adjust well to their academic environment.

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