

Relationship between Self Concept and Adjustment Level among B.Sc. Nursing Students in SRM College of Nursing, SRM University

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Abstract

Adolescence is a dynamic period of growth and development that bridges childhood to adulthood while being distinctively different from both groups. Adolescence is characterized by many interrelated change of body mind and social relationships. The objectives of study were to assess the self concept and adjustment levels and to co-relate the self concept and adjustment among B.Sc . nursing students. Quantitative approach and descriptive survey design was adopted for the study. A total of 90 samples were selected using non probability purposive sampling technique . The tools used for the study comprised of 3 sections, section A demographic data, Section B includes self concept questionnaire developed by the investigator which includes 21 questions. Section C includes adjustment questionnaire which includes 25 questions. The data was collected and the analysis was done using descriptive and inferential statistics. The study findings reveals that among 90 samples taken for the study it is known that 15 (16.7%) students had moderate level of self concept, 75 (83.3%) had good level of self concept. Considering the adjustment level, 14 (15.6%) reported good level of adjustment; 60 (66.7%) reported average level of adjustment and 16 (17.7%) had unsatisfactory level and the findings also revealed that there was a significant relationship between self concept and adjustment level at $p=0.495$.

Keywords: Self Concept; Adjustment; Relationship; Adoloscet.

Introduction

Adolescence is the developmental period of transition between childhood and adulthood; it involves biological, cognitive and socio emotional changes. These changes transform the young person's vision of the self into more complex, well-organized and consistent picture. Self-conception of adolescents changes in structure as well as content. Structurally it becomes more differentiated and organized [1].

Marsh & Yeung (1997) found that not only can adolescents' level of academic self-concept affects their later performance in school, their self-concepts

are also influenced by their prior academic achievement. Hence, the relationship between self-concept and academic achievement seems to be reciprocal in nature, with each affecting the other. Academic achievement and self concept are strong predictors of each other. Individuals with a low self-concept have shown low commitment to academic performance [2].

Fuentes MC, García JF, Gracia E, (2011) analyzed the relationship between a multidimensional measure of self-concept, Self-concept Form-5 Questionnaire (AF5), and a broad set of adolescents' psychosocial adjustment indicators. From the responses of 1,281 participants (53.7% females) aged 12 to 17 years (M = 14.98 years, SD = 1.74 years), results indicated that higher self-concept scores corresponded to better psychological adjustment, good personal skills and fewer behavioral problems. Although a positive relationship between social self-concept and drug use was found, this significant relationship disappeared once the adolescent's age and sex was controlled for. These results support the idea that the self-concept is a basic theoretical

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construct closely related to the psychosocial adjustment in adolescence. Also this study helps explain some contradictory results reported in the literature (i.e., a positive relationship between social self-concept and drug use), by showing how the statistical control of a third variable effect (i.e., age) avoids reaching conclusions based on spurious relationships [3].

Currently, research on self-concept clarity is novel and is almost entirely based in adulthood. Thus, little is known about this construct and its associations with adjustment in adolescence. During adolescence, where self-representations become more integrated (Harter; 2006, Harter et al., 1998) [4,5] cognitive ability enables youth to report on self related processes.

Aspects of the self and identity have meaningful implications for adjustment and well-being. For instance, high perceived self-worth is negatively related to peer victimization and loneliness (Graham & Juvonen, 1998) [6], and identity-achieved adolescents demonstrate superior cognitive functioning (Boyes & Chandler, 1992) [7]. Thus, understanding the valence (self-esteem) and structure (self-concept clarity) of the self in this age group may prove beneficial for the study of adolescent development.

Giri R Mukhopadhyay A, Mallik S, Sarkar S, Debnath A, Patra P. (2012) stated that Nursing students are exposed to different types of stress, with which they have to make adjustments. Self concept Influences their capability of adjustment. The study was done to find out the levels of self concept in different dimensions and levels of adjustment in different spheres of the auxiliary nursing and midwifery students, to find out the association between their self concept and adjustment with different socio demographic factors and to assess the correlation between self concept and adjustment of these students. The study results found that no significant association was found between self concept and age, education and family income. The associations of marital status and type of family with self concept are statistically significant. No significant association was found between adjustment and sociodemographic characteristics. Positive correlation was found between self concept and adjustment (correlation co-efficient $r = 0.6109$) [8].

Materials and Methods

Quantitative approach and descriptive survey design was adopted for the study to find relationship

between self – concept and adjustment in Nursing students, SRM College of Nursing, SRM University, Kattankulathur, Kancheepuram Dist, Tamilnadu. The students were explained about the conduct and outcome of the study. Students willing to participate were invited. The study was approved by institution. Participation in the study was purely voluntary and confidentiality of the information was ensured. Non probability purposive sampling technique was used to select the sample.

A total of 90 samples include Girls studying in I & II year B.Sc (N) in the age group of 17-20 years was selected as study participants. The tools used for the study comprised of 3 sections, section a demographic data, Section B includes self concept questionnaire developed by the investigator which includes 21 questions for assessment of level of self concept scored as poor, good, and excellent. Section C includes adjustment inventory which includes 25 questions to assess the levels of adjustment scored as excellent, good, average, unsatisfactory and very unsatisfactory. The respondents were asked to read each questions carefully and asked to tick the appropriate response applicable to the participants. The data was entered into Microsoft excel software and analysis was done using descriptive and inferential statistics.

Data was analyzed using SPSS, version 16.0 (IBM, Chicago, USA) was used to obtain the P value. P value ($=0.001$) were considered to indicate significant statistical difference. (Sharma S 2011).

Results and Analysis

Data analysis and the results are tabulated below:

The Demographic Profile of the Participants

Out of 90 students majority 34 (37.7%) belongs to the age group of 17-18 years; considering the gender 85 (93.3%) are females. Considering the type of family 83 (92.2%) students belong to the joint families. Considering the languages known 52 (57.8%) students were English knowing students. Considering the place of stay 66 (73.3%) students are staying in homes; Considering the nativity of the students 67 (74.4%) students belong to India; 4 (4.4%) students are from US 16 (17.8%) are Africans and 3 (3.4%) are from other countries.

Table 1 reveals that Out of 90 students majority 83.3% of them have good self concept, 16.7% of them have moderate self concept and none of them have poor self concept.

Table 1: Assessment of self concept self among Nursing Students N=90

Level of self concept	Frequency	Percentage
Poor	0	0
Moderate	15	16.7%
Good self concept	75	83.3%

Table 2: Assessment of level of adjustment among Nursing students N=90

Level of Adjustment	Frequency	Percentage
Very Unsatisfactory	0	0
Unsatisfactory	16	17.7%
Average	60	66.6%
Good	14	15.5%
Excellent	0	0

Table 3: Co-relation between self concept and adjustment among Nursing students N=90

Variables	Mean	SD	r Value
Self concept	77.01	6.18	r = 0.073
Adjustment	12.62	2.90	P = 0.495

Table 2 reveals that regarding the adjustment level of the students, majority 66.6% of them have average levels of adjustment, 15,5% of them have good levels of adjustment, 17.7% of them have the unsatisfactory level of adjustment and none of them have very unsatisfactory level of self adjustment.

The Tables 3 show that there is no correlation between self concept and adjustment among the nursing college students.

Table 4 reveals that there is significant association between the level of self concept and the demographic variables of type of family and place of stay. There is no association with respect to other variables.

Table 5 reveals that there is significant association between the level of adjustment and the demographic variables of languages known and place of stay. There is no association with respect to other variables.

Table 4: Association between the level of self concept and the demographic variables

Variables	Category	Level of Self Concept		Chi square Value
		Moderate	Good	
Age	17-18	7	27	X ² = 3.214 P = 0.20 NS
	19-20	5	28	
	21-22	3	20	
Gender	Male	0	5	X ² = 1.068 P = 0.303 NS
	Female	15	70	
Type of family	Nuclear	3	4	X ² = 3.748 P = 0.05 Significant
	Joint	12	71	
Siblings	1 Child	3	21	X ² = 0.504 P = 0.777 NS
	2 Children	7	34	
	3 and above	5	20	
Languages known	Kannadam	2	17	X ² = 0.750 P = 0.386 NS
	English	10	42	
	Others	3	16	
Place of stay	Home	7	61	X ² = 8.133 P = 0.004 Significant
	Hostel	8	14	

Table 5: Association between level of adjustment and the demographic variables

N=90

Variables	Category	Level of adjustment						Chi square value
		Good		Average		Un satisfactory		
Age	17-18	5	35.7%	23	38.3%	6	(37.5%)	X ² =0.340
	19-20	6	42.9%	21	35%	6	(37.5%)	P=0.987
	21-22	3	21.4%	16	26.7%	4	25%	NS
Gender	Male	0	0%	3	5%	2	12%	X ² =2.329
	Female	14	100%	57	95%	14	87.5%	P=0.312
Type of family	Nuclear	3	21.4%	3	5%	1	6.3%	X ² =4.199
	Joint	11	78.5%	57	45	13	83.7%	P=0.122
Siblings	1 Child	6	42.8%	15	15%	3	18.8%	X ² =8.01
	2 Children	4	28.6%	32	53.3%	5	31.3%	P=0.091
	3 and above	4	28.6%	32	53.3%	5	31.3	NS
Languages known	Kannadam	3	21.4%	12	20%	4	25%	X ² =10.679
	English	11	78.6%	28	48.7%	11	68.8%	P=0.03
	Others	0		20	33.3%	1	6.2^	Significant
Place of stay	Home	5	35.7%	44	73.3%	14	87.5%	X ² =10.487
	Hostel	9	64.3%	16	26.7%	2	12.5%	P=0.005
Economic supporter	Mother	4	28.6%	17	28.3%	8	50%	X ² =4.007
	Father	9	64.3%	33	55%	7	43.8%	P=0.406
	Brother	1	7.1%	10	16.7%	1	6.2%	NS
Religion	Hindus	6	42.9%	23	38.3%	8	50%	X ² =4.410
	Muslims	0		7	11.7%	3	18.8%	P=0.62
	Christians	6	42.9%	20	33.3%	3	18.8%	NS
	Others	2	14.2%	10	16.7%	2	12.5%	
Income	Rs<6000	5	35.7%	41	68.3%	9	56.3%	X ² =6.275
	>Rs 6000	9	64.3%	19	31.7%	7	43.7%	P=0.072
Nationality	India	10	71.4%	46	76.7%	11	68.8%	X ² =3.698
	US	0		1	3.3%	2	12.5%	P=0.440
	Africa	4	28.6%	12	20%	3	18.8%	NS

Discussion

The student after passing through tumultuous adolescence period which usually ends at 19 years also coincides with the end of 1st year B.Sc Nursing. This maturing in age contributes to their growing up and maturing as adults progressively from second year onwards. The second probable reason is that since there is transition from school to professional college and once the students acclimatize during 1st year B.Sc Nursing, they get adjusted, assured and more focused subsequently.

The major findings of the present study was that 15 (16.7%) students have moderate level of self concept and 75 (83.3%) have good level of self concept. Considering the adjustment level, majority 60 (66.7%) students had average level of adjustment. This study shows that there is no correlation between self concept and adjustment of the nursing college students ($r = 0.073$).

Similar study was conducted by *Madhvi Agrawal, Dr. Anil Kumar Teotia (2015)* on Academic Achievement and Self-Concept of Secondary Level Students. The results of the study revealed that temperamental qualities, emotional tendencies and mental health of urban students were better as compared to rural students. The study also revealed significant relationship between the two variables of self-concept and academic achievement. Based on the findings of the study, suggestions for increasing the academic achievement of the students have been developed [9].

The results of the present study was consistent with study done by Ruth Ann Goswick & Warren H. Jones on the relationship between loneliness and self-concept and adjustment. College students completed the UCLA Loneliness Scale, the Tennessee Self-Concept Scale, and an inventory which assessed the degree of other-focused attention. Results indicated that loneliness was related to more negative self-

concepts, possibly less adjustment, and more self-focus [10].

Conclusion

The study findings reveals that among 90 samples taken for the study it is known that 15 (16.7%) students have moderate level of self concept, 75 (83.3%) had good level of self concept. Considering the adjustment level, 14 (15.6%) reported good level of adjustment; 60 (66.7%) reported average level of adjustment and 16 (17.7%) have unsatisfactory level and the findings also revealed that there was a significant relationship between self concept and adjustment level at $p=0.495$.

The findings of the current study highlight the importance of promoting a positive self concept in every aspect of student's life. At the same time, parents should be advised to provide quality parenting and should act as facilitators instead of providing mental pressure for better academic performance. An organized, orderly and supportive environment in the teaching institutions will go a long way in improving academic self concept of the students.

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Conflict of Interests

The author(s) declare that they have no competing interests.

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