Discussion is an exchange of knowledge; an argument an exchange of ignorance.

~Robert Quillen
CHAPTER V
DISCUSSION

Background

Adolescent nursing students are valuable Human Resources. They encounter complex situations and conflicts which cannot be resolved only through regular theory classes and routine clinical placements. Beyond these, detection of potential psychological and academic problems among nursing students is crucial otherwise, it may lead to attrition and in turn it affects the manpower shortage for the forthcoming health care need of the world. Nursing students commonly indicate that they have difficulties in coping with both the academic and clinical demands in the nursing programs. Considering the current nursing shortage, the Nurses Educators must understand certain delicate factors: self-esteem, adjustment and study habits have a major role in students’ heart-rending academic achievement. Though our current nursing educational training program ensures students’ support systems in a formal and informal ways especially at the entry level, whether that updates improved essential psychological variables: high self-esteem and excellent adjustment and academic variables: good study habits and high level academic achievement was the interest of the researcher.

With this background, a study was undertaken on the second year nursing students to assess their level of self-esteem, study habits, adjustment and academic achievement and to find correlation among these variables in selected nursing institutes of Bengaluru district.
This chapter presents the discussion of the study findings

This chapter deals with the detailed discussion on the findings of the study interpreted from the statistical analyses. The discussion is based on socio-demographic characteristics of the subjects, study objectives, hypothesis, related literature and conceptual framework of the study and the findings were discussed by comparing the findings of the studies already undertaken in this area.

Socio-Demographic Characteristics of the Subjects.

Age: It was seen that majority of them (38.6%) were 20 years old and only (2.7%) were 18 years old.

Gender: Majority of them (83.2%) were females and only (16.8%) were males.

Birth order: Majority of them (43.0%) were the first born and only (23.6 %) were born as the middle child.

Domicile: Majority of them (44.5%) were from urban area, and only (25.2%) were from rural area.

Monthly income: Majority of them (40.2%) had an income less than Rs.10, 000 and only 22.7% of them had an income of Rs.20, 001.

Religion: Majority of them were (47.0%) Hindus, 46.1% were Christians, 3.2% were Muslims and 3.6% from other religion.

Parents’ alive status: Majority (88.9%) of the subjects’ parents were alive, only (10%) of the subjects were having alive single parents and (1.1%) of the subjects’ parents were living either separate/divorced/living far from each other due to job.

Number of Siblings: Majority (35.2%) of the subjects were having one sibling.

History of suicide: with regard to history of suicide in the family, majority (95.7%) said ‘No’.
Family members’ health problems: Majority (78.4%) of the subjects said ‘No’.

Chronic illness or disability of the family members: In relation to this, majority (98.4%) of the subjects said ‘No’.

Type of family: Majority (81.8%) of them were from nuclear family.

Size of the subjects’ family: Majority (71.1%) of them had more than four members in the family.

Subjects’ mothers’ age and fathers’ age: Majority (66.8%) and (60.0%) of them were belonged to 41 to 50 years respectively.

Education of subjects’ mothers and fathers: Majority (40.7%) and (37.7%) of them studied below 10th standard.

Occupation of subjects’ mothers: Majority (67.7%) of them were housewife.

Occupation of the subjects’ fathers: Majority (34.3%) of them were doing business.

Subjects’ college attendance: Majority (86.8%) of them were regular.

Subjects’ self-report on overall academic performance: Majority (69.1%) of them were above average. In percentage of marks obtained in the 1-year nursing course, majority (59.5%) of them scored sixty to seventy percent. In relation to incentives offered to the subjects by their parents for their 1st year exam performance, majority (41.1%) of them received nothing.

Subjects’ personal level of expectation to achieve in the second year final exam: Majority (42.7%) of them expected to score seventy percent.

Subjects’ performance in the 1st year exam: Majority (78.0%) of them performed good. Majority of the subjects’ parents (40.7%) wanted their children to secure eighty percent and above marks in 2nd year final exam.
Parents’ communication about their expectation towards the subjects: Majority (93.6%) of them reported as ‘Yes’. In the habit of reading Journals/periodicals, majority (55.2%) said ‘yes’.

Preference to select Mental Health Nursing for Specialization in future higher studies: Majority (53.2%) said ‘No’.

Counseling received on academic achievement and studying skills: Majority (61.4%) of them had not received counselling.

Camp attended on self-esteem and adjustment: Majority (50.9%) of the subjects had not attended.

Subjects’ modified activities to improve their study: Majority (51.8%) of them preferred to fresh up and ready to study.

Reactions of the teachers at times when subjects had not performed well in their exams: Majority (33.6%) of them received scolding from their teachers.

Subjects’ residence while studying nursing: Majority (77.3%) of them stayed in hostel.

Subjects’ future plan: Majority (28.6%) and (28.4%) of them planned to pursue higher studies and to go abroad respectively.

Social life with nursing classmates: Majority (79.8%) of them said yes and only 20.2% said no.

Social get together: Majority (79.8%) of them had social get together with both males and females.

Ranking their interaction with classmates: Majority (49.8%) of them were freely socializing with classmates without inhibition.

Subjects’ aim to achieve in student life: Majority (47.0%) of them aimed to get into good carrier.
**Interest to participate in group activities:** Majority (31.4%) of them liked to participate in educational trips.

Considering these observations the investigator felt that there was a compelling need to prepare nurse educators to be aware that each socio-demographic characteristics (SDCs) mentioned above have got fine meaning and value in each student nurses while educating them. These SDCs give direction to nurse educators to produce future nurses who are empowered entrepreneur or entrepreneur in the ever changing dynamic health care setting.

5.1. **First objective was to assess the level of Self-esteem, study habits, adjustment and academic achievements of nursing students.**

**SELF-ESTEEM:**

The first objective about the level of self-esteem of the study subjects showed that majority (94.3%) of them were having high self-esteem and only least (5.7%) were having low self-esteem.

There were seven sub-scales, out of which only the family subscale had the highest (89.4%) mean percentage score and the least mean percentage score (67.6%) was seen in social esteem sub scale. The overall mean percentage score obtained on the self-esteem was 72.9%.

The above findings were consistent with the following studies.

The descriptive research study where 135 nursing students were involved at a university in the South of the state of Minas Gerais (Brazil) showing that majority 68% having high self-esteem, 30% having an average level of self-esteem and 2% having low self-esteem.\textsuperscript{33}
A self-concept is considered as the beliefs about perceived competence and self-evaluative in a specific domain. The reviewed literatures suggest that self-esteem is an important quality and a personality trait or attribute, it was considered as a specific requirement for health care professional especially nursing personals during their encounters with patients, caregivers, health care team members and hospital management.

Nursing students come from diverse backgrounds and choose nursing to be their professional course and in country like India the students’ cultural, religious, socio-economic and educational backgrounds vary widely. Each one possess concept of self, which varies from student to student. There are indications from the literature that some nursing educational processes may have deleterious effects on aspects of self-concept. Low self-esteem is the problem for student nurses.

Present study findings emphasize that the students need to build up high level self-esteem in common and social-esteem in meticulous.

The findings of this research suggest that it would be wise for the nurse educators to be a good teacher who is dynamic, has forward looking and progressive looking in leading his/her students with emotional stability. Especially social-esteem is mandatory for nurses to be effective in public oriented health services. Nurse educators should identify the essential elements that enhance high level self-esteem, especially social and academic esteem among student nurses to develop sense of worth and belongingness.
STUDY HABITS:

The result of the present study on the first objective about the level of study habits of the study subjects revealed that majority of them (85.2%) had good study habits and least (14.8%) had poor study habits.

There were seven subscales out of which, ‘planning’ subscale had the highest (89.7%) mean percentage score, whereas the sub-scale “habits of concentration” had the least percentage score (65.2%). The overall mean percentage score obtained on the study habit was (79.6%).

The above results were consistent with the following research evidences. A comparative and descriptive study was carried out on the study skills of the B.Sc nursing students using a study skill inventory (Kanchana 1998). The study results revealed among I years sample that equal percentage of sample (50%) showed good study habits and (50%) showed poor study habits, whereas the II years sample showed majority (70%) had good study habits and (30%) had poor study habits. the difference between year I and year II samples showed a statistically significant (‘t’ value = 2.39 at p, 0.05). It was also found that domicile, gender, income, religion showed a significant association with year II, whereas only domicile showed an association with year I sample.54

A cross-sectional descriptive study carried out a study on self-directed learning readiness (SDLR) and learning styles among 275 Saudi undergraduate nursing students at nursing department of Faculty of Applied Medical Sciences showed a majority of (77%) 211 students had high level SDLR. The study concluded that, high level of SDLR and the dominant converge learning style among undergraduate nursing students will have a positive implication for their education and post-employment continuing nursing education.55
A planned curricular system and stipulated workload would help the nursing students plan and organize their work. Lack of concentration, decreased motivation, impeding relationships was experienced by nursing students.

Study habits play a very important role in the life of student nurses. Success or failure of each student nurse depends upon her/his own study habits. Of course, study is an art and as such it requires practice. Some students study more, but they fail to achieve more. Others study less but achieve more. Success of each student definitely depends upon individual’s ability, intelligence, consistency and effort. No doubt, regular study habits would bring their own rewards in the sense of achievement of success in nursing theory and practical training programme.

Present study findings emphasize that the students need to improve study habits in general and concentrate in fastidious manners. The findings of this research suggest that it would be prudent for the faculty of the nursing program to make study skills counselling mandatory for students. The counselling should focus on assessment of study skills currently utilized by the students, and teaching the students the ways to study using deep and strategic level approaches. In addition, students need to be informed of why these approaches are more effective than the superficial approaches that they might have utilized in the past. Nurse educators have to be well equipped with knowledge on the methods of good study habits to guide the student nurses to improve their health condition, time management, collect study materials, and do demonstrations and self-evaluation.
ADJUSTMENT:

The result of the present study on the first objective about the level of adjustment of the study subjects, presented that majority (43.2%) of the subjects had an average level of adjustment and (0.9%) of them had an excellent level of adjustment, whereas (4.5%) of them had a very unsatisfactory level of adjustment.

Out of the sub scales; the “educational adjustment” sub-scale had highest (36.8%) mean percentage score, whereas “social adjustment” sub-scale had the least mean percentage score (29.9%).

The present study outcomes were consistent with the following research evidences.

A study conducted in selected nursing institutions of Mangalore, assessed the Professional adjustment among 1000 nursing students, using a rating scale measuring Professional adjustment. The study findings revealed that 768 (76.8%) had an average professional adjustment. The student nurses, in order to succeed throughout life, needs to develop a positive attitude in facing life’s challenges.  

A correlation survey was done to find out the levels of self concept in different dimensions and levels of adjustment among in 50 auxiliary nursing and midwifery (revised) [ANM(R)] sample group of Schools of Nursing, Purulia, and West Bengal. The study associated level of self-concept and adjustment with different socio-demographic factors and to assess the correlation between self concept and adjustment of these students. Majority of students (64%) had self concept above average category. Considering levels of adjustment, majority of the students (56%) fell in the above average category. Mean score of adjustment was highest in the health dimension (9.96) and lowest in the area of education (6.88). 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 socio-demographic characteristics. Positive correlation was found between self concept and adjustment (correlation co-efficient r=0.6109).73

A researcher used a cross-sectional survey design to study psychological distress, personality and adjustment among nursing students attending the College of Nursing, Christian Medical College at Vellore in India. One hundred and forty five nursing students were assessed using the General Health Questionnaire 12, the Eysenck Personality Questionnaire, and the Bell’s Adjustment Inventory to investigate psychological distress, personality profile and adjustment, respectively. Thirty participants (20.7%) of the 145 students assessed reported high scores on the General Health Questionnaire. Psychological distress was significantly associated with having neurotic personality and adjustment difficulties in different areas of functioning.85

Psychological distress and poor adjustment among a significant number of nursing students is an important issue facing nursing education. Though the preliminary orientation program reduces bit of anxiety and stress, it continues till the course completion, due to changes from their earlier routines, hostel life, new and differing personality of classmates, packed clinical posting timings, reduced personal relaxations, consequent theory classes, demanding energy for learning new knowledge and clinical skills for continuing growth in aptitudes and achieving proficiency.

Present study findings emphasize that the students need to improve in adjustment in general and social adjustment in specific.
The findings of this research recommend that it would be sensible for the nursing faculty to have full responsibility in strengthening the student's inner mind and body with proper guidance and support by developing faith, knowledge, adequate experiences and a sense of humor, periodical health checkups and aesthetic living environment and healthy food for inner strength which would enable students to meet the unexpected demands in their learning campus.

**ACADEMIC ACHIEVEMENTS:**

The result of the present study on the first objective about the level academic achievements of the study subjects, projected that, majority (48.4%) of the subjects secured second class in their 1st year final exam and only 3.9% of them secured distinction.

The present study outcomes were consistent with the following research evidences.

An investigation made reviews on academic success of nursing students and their motivational factors at Kent State University, USA with aim of internal versus external motivation can be one predictor of success in higher education. Literatures revealed that nursing students’ motivation has been positively related to learning outcomes, and positive learning outcomes have been correlated with increased retention in higher education. It was also evident from the reviews that, many factors that impacted retention rates of students in nursing programs till their course completion, such as intelligence, socioeconomic issues and personal issues played a role in this academic success. However, it is essential to consider how a student’s motivational preference plays a role in his or her success. There were many more factors need to be explored. This study indicated that the Nurse educators need to
identify the motivating factors that encourage positive outcomes and increase retention among nursing students.\footnote{103}

A research linked academic performance with individual differences and class attendance. Considering sample of \( N = 338 \) and measured subjects’ verbal ability, the five-factor model; GPA, academic goals, and study behaviours; exams, attendance, and independent projects completed. Whereas individual differences (ability, traits) are not controllable by students, students can control their attendance, study and work. Investigators sought to determine the extent to which “control” and “no control” variables predict academic performance. The relationship between low-ability peers’ attendance and exam performance were negatively correlated, whereas and high-ability students’ attendance and their exam performance were positively correlated. Attendance was best accounted for GPA, study and work.\footnote{108}

GNM and Baccalaureate nursing programs are under increased pressure to graduate greater number of students to meet the demands of the nurse workforce of the future. Nursing institutions are admitting larger cohorts of students, but early academic achievement in the nursing major and retention are problematic. Nursing students’ poor or failure academic performance has a strong impact on students, their families, the teaching faculties and the community, and its prevention is a challenge placed in the countries’ education and evaluation systems, parents and the nurse educators’ hands.

Present study findings emphasize that the students need to improve their academic achievement from the below average and poor performance level to excellent and above average level essentially.

The findings of this research advocate that Nurse Educators’ educational support is vital to undergraduate nursing students in accomplishing academic
achievement prior to becoming in jeopardy. They need to be provided with proactive academic support opportunities for accomplishment and to identify students who are at academic risk early and encourage participation in support programs. It would be rational for the nursing faculty to learn innovative methods in nursing and general educational system to uplift the student nurses’ academic success.

5.2. Second objective of the study was to compare the mean score of self-esteem, study habits, adjustment and academic achievement between B.Sc. and GNM nursing students.

The result of the present study on the second objective about the overall mean score on self-esteem showed that B.Sc.(N) subjects significantly differed (t = 2.112 at p< 0.05 level of significance) from GNM subjects. Similarly, the overall mean score on study habits showed that B.Sc. (N) subjects significantly differed (t = 3.243 at p< 0.05 level) from GNM subjects. Whereas, the overall adjustments and academic achievement mean score showed that there was no significant difference between GNM and B.Sc (N) subjects.

On the whole, the present study proved that B.Sc. (N) subjects were better than GNM subjects in the high level self-esteem, but GNM subjects were better than B.Sc. (N) subjects in the good study habits. However, both groups showed an average level in adjustments and academic achievement.

There were no much research evidences in differentiating basic B.Sc. nursing and GNM students on their self-esteem, study habits, adjustment and academic achievement variables.
Stipulated Basic B.Sc. nursing curriculum prepare students for integrated service that develops higher level clinical and community based knowledge, skill and attitudes as well as teaching, research and administration. GNM curriculum aims to prepare students for more hospital and community based health care nursing services. No matter that four years course or three and half years course, based on the discussion in the previous pages, the studied psychological and academic variables; self-esteem, adjustment and study habits, academic achievements respectively in the present research are inevitable for all students in general and very much required for students who choose nursing as their profession.

Hence, Nurse Educators must paw the novel methods for both category of students based on the individual differences and need based to augment mentally healthy and academically winning with one ultimate aim to produce an efficient nurses for tomorrow challenging health care sectors.

5.3. Third objective of the study was to examine the correlation among self-esteem, study habits, adjustment and academic achievements of nursing students.

Under this objective the present study findings showed a significant positive correlation between self-esteem and study habit (‘r’ = 0.206), self-esteem and adjustment (‘r’ = 0.530), study habits and adjustment (‘r’ = 0.201), study habits and academic achievement (‘r’=0.047 at p<0.01 levels), between adjustment and academic achievement (‘r’=0.051 at p<0.01 levels).

The multiple regressions results showed that the independent variable study habits and adjustment were correlated significantly and essential in order to predict self-esteem among all subjects. Among GNM subjects the independent variable
adjustment correlated significantly. Whereas among B.Sc. nursing subjects variable study habits and adjustment were correlated significantly and essential in order to predict self-esteem.

Whereas, there was no significant correlation found between self-esteem and academic achievement.

The present study result is in accordance with the findings of the following studies.

A study investigated the relationships between global self-esteem, academic self-efficacy (study habits) and academic performance among 255 college students in the United Arab Emirates, using Rosenberg's Self-Esteem Scale (1965) and a modified academic self-efficacy scale, for assessment. Correlated results indicated significant relationships between global self-esteem and academic self-efficacy (study habits). Also academic achievement was associated with having high academic self-efficacy.  

A study examined 115 first year undergraduate students for the joint effects of stress, social support (friends and family), and self-esteem (academic, social, and global), on adjustment to university. Multiple regression results indicated that increased global, academic, and social self-esteem predicted decreased depression and increased academic and social adjustment. It concluded that support and self-esteem are the essential components for students to adjust to the university life.

A survey examined the relationship between self-esteem and student's academic performance among randomly selected sample of 220 undergraduate health sciences students. The correlation results showed that students with higher self-esteem performed better in their academic (p< 0.0005, r=0.32). It concluded that, self-esteem is one of the key factors affecting an individual's academic performance.
The descriptive research presented that there was a significant correlation between study habits and academic performance among 79 nursing students-Tuxpan. It suggested of designing a methodological strategy to work on the study habits of students in order to improve academic performance.⁵⁹

An empirical research found a significant positive correlation between study habits (that is, reading and note-taking habits, habits of concentration, and preparation for examination) and academic achievement among 600 adolescent sample. It concluded that positive self-concept always adjust with changes that take place at home or at school⁹⁸, similarly a study found that positive coping style and higher level of self-esteem had positive correlation and was associated with good interpersonal relationships among nursing students.⁷⁷

The findings of the present study showed no correlation between self-esteem, and academic achievement which seeks the attention of nurse educators to help the students to identify inner potentials like personal competency and global self-esteem and use them towards academic achievement. It was conferred with a study that revealed there was a nil significant correlation between academic self-concept and academic achievement in the first and fourth year students.⁹⁵

It has been suggested that self-esteem acts as a buffer against stress. When encountering stress, those with positive self-esteem always adjust with changes that take place at home or at school, stick to his rights: is trust worthy, relaxed, happy, friendly, satisfied & optimistic, courageous & social and has patience. These characters naturally help students for better academic achievement by developing good study habits.

Therefore the present study findings highlight the importance of considering academic self-concept in educational research and policy to improve academic achievement instead of looking into the global self-esteem merely.
5.4. Fourth objective of the study was to find out association between exposure variable ‘self-esteem’ and outcome variables ‘study habits, adjustment and academic achievement among all subjects, between GNM and B.Sc. and Male and Female nursing students.

The result of the present study on the fourth objective showed that all subjects explicit a statistically significant association ($\chi^2 = 13.398$ at $p<0.05$ level) established that the low self-esteem causes higher (OR=4.36) odds in increasing bad study habits. Likewise a significant association ($\chi^2 = 13.398$ at $p<0.05$ level) found that the low self-esteem causes higher (OR=9.1) odds in inducing unhealthy adjustment. In contrast the result portrayed that there was no significant association between self-esteem and academic achievement levels of subjects.

Among B.Sc. (N) subjects that a statistical significant association ($\chi^2=12.24$ at $p<0.05$ level) revealed that the low self-esteem causes higher (OR=5.4) odds in increasing bad study habits. In opposition there was no significant association between self-esteem levels and study habits among GNM subjects. The self esteem versus adjustment projected a statistically significant association ($\chi^2 = 11.036$), ($\chi^2 = 15.145$) at $p<0.05$ level, found that the low self-esteem causes higher (OR=15.6) (OR=7.5) odds in rising unhealthy adjustment among the GNM and B.Sc. nursing subjects respectively. Thus the GNM subjects had higher odds than B.Sc. (N) subjects. Obviously, both group of nursing students showed a statistically nil significant association between self-esteem and academic achievement levels.

In male and female nursing students result showed a statistically significant association ($\chi^2=5.876$, $\chi^2 = 4.953$,) at $p<0.05$ level found that the low self-esteem causes higher (OR= 6.8) (OR= 3.2) odds in intensifying bad study habits among the subjects, than the subjects with good study habits respectively. Therefore the male subjects had higher odds than female nursing subjects. Alike, a statistically
significant association ($\chi^2=5.291, \chi^2= 19.19$) at $p<0.05$ found that the low self-esteem causes higher (OR= 8.9) (OR= 8.7) odds in escalating unhealthy adjustment among the subjects than the subjects with excellent adjustment respectively, whereas analysis disclosed that both male and female nursing subjects showed a statistically nil significant association between self-esteem and academic achievement.

The findings were consistent with the following studies.

A cross-sectional survey performed on 44 first-year nursing students (5 male, 39 female). The finding showed that overall levels of self-esteem were low in the study sample of nursing students. Institution and gender played an important role for self-derogation scores but not the age or religion.39

A study examined self-esteem, gender and academic achievement, among 153 undergraduate students consisting of 105 male and 48 female. Data were analyzed by multinomial logistic regression and independent sample t-test. However, according to multinomial logistic regression, the result showed a statistically significant overall relationship between independent variables (self-esteem &gender) and the dependent variable (CGPA). There was no statistically significant individual relationship between total self-esteem and academic achievement (Sig=.074, $P>0.05$). A significant difference between gender and self-esteem was observed (Sig=.001, $P<0.01$) and was found that self-esteem was found higher in females than in males. Also, self-esteem indicates a strong significant association with gender (Chi-Square =14.173, Sig=.007, $P<0.01$)44.

In a study, the joint effects of stress, social support, and self-esteem on adjustment to university life were examined with the first-year undergraduate students (N = 115) during the first semester and the second semester of the academic year.
Multiple regressions predicting adjustment to university from perceived social support (friends and family), self-esteem (academic, social, and global), and stress were conducted. Results concluded that support and self-esteem are the essential components for students to adjust to university life.47

Nursing curriculum and scheme of examination is more or less same in all the states in India under the roof of Indian Nursing Council revised syllabus 2007. Learning of nursing programme is scheduled in a systematic and packed manner. Theory and practical learning blocks are sequential. Subjects are placed more in number to less, basic to critical, and quantity to complexity, so learning pattern needs more efforts, adjustment, and motivation basic potentials from the nursing students.

Most of the time nursing students are not found to be recognizing their inducing stressors, but they may perceive it as a weakness, and frequently do not seek necessary counseling or other assistance.

Therefore the present study findings highlight the importance of providing a conducive social and emotional climate in the institution in the form of teacher – student and student – student relationship in common and special attention to male and GNM nursing students in particular will help the students to be outstanding in their course.
5.5. Fifth objective of the study was to compare the frequencies and mean values between the selected socio-demographic characteristics with self-esteem, study habits, adjustment, and academic achievement of nursing students.

The current study results projected the subjects’ socio-demographic characteristics below each study variable in four profiles.

**SELF-ESTEEM:**

The current study results projected that the following subjects’ SDCs in accord to the personal profile: ‘suffering from health problems’ ($\chi^2 = 5.306$), family profile: ‘education of father’ ($\chi^2 = 11.306$), academic profile: ‘personal level of expectation to achieve in second year final exam’ ($\chi^2 = 24.821$) and ‘performance in last (first) year exam ($\chi^2 = 7.556$), social life profile: ‘parents expectation with regard to subjects achievements in 2nd year final exam’ ($\chi^2 = 14.539$) had shown statistically high level of significant difference in association with self-esteem at $p<0.05$ level of significance.

**STUDY HABITS:**

The end result showed that the following subjects’ SDCs in accord to the personal profile: the subjects’ ‘gender/sex’ ($\chi^2 = 18.792$) showed a significant difference in association with study habits at $p<0.05$ level of significance. Whereas in family profile: none of SDCs were associated with study habits. In academic profile: personal level of expectation to achieve in second year final exam ($\chi^2 = 10.500$) and performance in last (first) year exam ($\chi^2 = 11.789$) and in social life profile: group activities liked to participate ($\chi^2 = 21.473$) showed significant difference in association with study habits at $p<0.05$ level of significance.
ADJUSTMENT:
The result showed, in accord to the personal profile: ‘age ($\chi^2=30.856$), birth order ($\chi^2 = 21.408$) and suffering from any health problems ($\chi^2 = 12.92$) showed a significant difference in adjustment levels. Whereas in family profile: none of SDCs were associated with adjustment. From academic profile: ‘percentage of marks obtained in the last (first) year exam ($\chi^2 = 34.272$), personal level of expectations to achieve in second year final exam ($\chi^2 = 38.919$), performance in the first year exam’($\chi^2 = 21.801$) and habit of reading journals/periodicals ($\chi^2 = 18.297$). In social life profile: ranking their interaction with classmates ($\chi^2 = 17.544$). All these mentioned SDCs had shown significant difference in association with adjustment at $p<0.05$ level of significance.

ACADEMIC ACHIEVEMENT:
The findings revealed the comparison of frequencies between subjects’ Academic Achievement levels and their selected socio- demographic characteristic. The result showed, in accord to the personal profile: ‘age’ ($\chi^2 = 23.015$) and ‘income of the family’ ($\chi^2 = 17.822$), from family profile: fathers’ education ($\chi^2 = 33.085$) and mothers’ occupation ($\chi^2 = 40.763$ ) from academic profile: ‘regularity in college attendance, modified activities to improve studies, percentage of marks obtained in the last (first) year exam and personal level of expectations to achieve in second year final exam were seen with significant difference in association with academic achievement at $P<0.05$ level of significance. Similarly from activities related to social life, ‘parents clearly communicated their expectations’ ($\chi^2 = 16.406$) and ‘parents offered incentives for last (first) year exam ($\chi^2 = 65.259$) had shown a significant difference in comparison with academic achievement at $p<0.05$ level of significance.
As a part of the fifth objective, to be more precise, only 7 SDCs were selected from the 29 and taken for ANOVA and Post-Hoc test for multiple group comparisons to understand the sub group involvement through their mean value differences and the findings exemplify an association between the selected SDCs and four study variables as mentioned below.

The results showed that, only one of the selected SDCs of the subjects, that is ‘personal level of expectation to achieve in second year final exam’ showed a significant difference in association with all four study variables, they are self-esteem (F=8.856) study habits (F=4.730), adjustment ((F=6.158) and academic achievement (F=12.485 ) at p<0.05 level of significance.

The SDCs, which had shown a significant difference in association only with three study variables were first: ‘age’ with self-esteem(F=2.705), study habits(F=2.749) and adjustment (F=6.037), second: ‘fathers’ education’ was significantly associated with self-esteem (F = 2.612), adjustment (F=2.983), academic achievement (F = 2.413) and third one was ‘performance in the last’ (first) year exam with self-esteem (F =4.680), study habits (F =7.998) and academic achievement (F= 3.441) at P< 0.05 level of significance.

The SDCs that had shown a significant difference in association only with two study variables were subjects’ percentage of marks obtained in the last’ (first) year with adjustment (F=6.158), academic achievement (F=375.276) and ‘incentives offered by the parents’ for their first year exam performance with self-esteem (F =3.524) and academic achievement (F = 3.441) at P< 0.05 level of significance.

The only one SDC, ‘suffering from any health problem’ had shown a nil significant difference in association with all four study variables.
The findings of the current study were related with the following studies.

A research on the effect of parent-child interaction on self-esteem as mediated by emotional support and self-perception among 307 Thai undergraduate nursing students revealed that the students reported relatively high self-esteem. A path model demonstrated that self-esteem was powerfully predicted from emotional support and moderately predicted from self-perception.\(^{49}\)

A study explored 72 nursing students' perceived levels of self-esteem and their fear of negative evaluation prior to, and nearing the completion of, their 3-year preregistration program in two general nursing schools in Southern Ireland. Results indicated that students' reported self-esteem rose as they neared the end of their education program and their fear of negative evaluation decreased, this study has explored the potential impact of fear of negative evaluation on self-esteem.\(^{50}\)

A cross-sectional descriptive study was carried out on self-directed learning readiness and learning (SDLR) styles among 275 Saudi undergraduate nursing students. The main findings of the study showed 77% (211) of students have high level of SDLR. The study concluded that, high level of SDLR and the dominant converge learning style among undergraduate nursing students will have a positive implication for their education and post-employment continuing nursing education.\(^{55}\)

The research found relationship between age and learning styles among 331 Taiwan nursing students. The analysis of the data revealed that the most common learning styles were Introversion, Sensing, Thinking, and Judging (ISTJ). The findings indicated that the sensing and judging comprised 43.0% of the participating nursing students. Sensing and judging are highly preferred in the field of nursing. However, the ages of nursing students were not significantly related to their learning
styles. The awareness and understanding of individual differences is of great importance in tailoring each learning style to benefit educators and learners, thereby enhancing nursing education.57

A longitudinal study on a single group undergraduate nursing students’ on their learning styles, at Trinity College in Ireland was carried out. Findings showed that preferred learning style of the nursing students were significantly different in their 1st year 69% and final year 57% at the two time point and there was a significant relationship between some learning styles and students' age but not with academic achievement. It’s an implication for nurse educators to be aware of students' learning styles to maximize students’ learning potential, utilize a range of teaching and learning methodologies too many assessments that develop all learning styles. 58

A research on the impact of a study skills programme on the academic development of nursing diploma students at North Umbria University, UK, showed that all students who attended at least one workshop improved their academic grade in their next assignment. Qualitative data indicated that the students' confidence level and information literacy, including referencing skills, improved and concluded that students require additional support.67

In the current study, among the subjects’ socio-demographic characteristics; ‘personal level of expectation to achieve in final year exam’ had shown a highly significant association with all four study variables. As revealed in Chi-square analysis and ANOVA Post-Hoc test, it is a strong character for high or low self-esteem, good or bad study habits, excellent or very unsatisfactory adjustment and distinction or pass class in academic achievement in student nurses.

“Personal expectation to achieve” is a reflector of internal motivation. A student gets highly motivated to study based upon various factors like personal factors
(a need for recognitions and appreciation), family factors (a need for financially supporting the parents and siblings), social factors (a need for status) external environment related factors (an academic milieu with peer group healthy competition) and interpersonal factors (nurse educator influencing the students as ‘role model’ with ideas, values and transformational leadership).

A nurse-educator who is placed as a ‘mentor’ can motivate the student to aspire for academic achievement. Mentor has to use multifaceted approaches to do this.

A large number of Nurse Educators with B.Sc. nursing qualification are placed as Nursing Tutors in School of Nursing and as Clinical Instructors (Assistant lecturers) in Colleges of Nursing to teach and guide the second year nursing students.

‘Motivation’ being a psychological factor, these nurse educators require additional knowledge on evidence – based multifaceted approaches.

The present study findings craved the researcher’s mind to give an intellectual contribution to the profession in order to get satisfaction out of this research work.

An ‘information guide’ to nurse educators is a kind of effort from the researcher to bridge the need of nurse educators’ awareness gap and it will help them to motivate, guide and help their students to enhance self-esteem, study habits, adjustment and academic achievement.

Theoretical framework of the present study suggest motivating the students for academic achievement is to protect the ‘core of an individual’ to lead harmonious life. Nursing education is not only for academic achievement but also to prepare adolescents to lead a successful satisfying life.