

Comparing Self-Concept among 1st and 4th Year B.Sc Nursing Students at Smt. Nagarathamma College

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Abstract: Self-concept refers to an individual's perception of their identity, abilities, academic achievements, and personal goals. This study examines the self-concept of first-year and fourth-year BSc nursing students, focusing on the differences and growth experienced throughout their academic journey. The objectives were to assess the self-concept levels of both groups and compare the results. The study involved 50 nursing students selected through a simple random sampling technique (lottery method). The data collection tool included two sections: one for demographic variables (7 items) and another comprising 15 multiple-choice questions to evaluate self-concept knowledge. The findings revealed that 90% of fourth-year students had adequate knowledge of self-concept, whereas 63.33% of first-year students scored similarly. Overall, the fourth-year students demonstrated a significantly higher level of self-concept compared to their first-year counterparts, indicating growth and development in their self-awareness and confidence over the course of their studies.

Keywords: Self concept, Nursing students, Academic achievements.

1. INTRODUCTION

Studying self-concept is essential as it forms the core of an individual's identity, influencing their behavior, emotions, and relationships. A strong understanding of self-concept helps individuals develop a positive self-image, cope with challenges, and maintain psychological well-being. It also contributes to psychological theories and therapies. Self-concept is a critical aspect of human behavior, cognition, and development, offering insights into how people perceive and relate to themselves and others. This research delves into the dynamics of self-concept, focusing on its various dimensions and the factors influencing its development. Self-concept encompasses beliefs, perceptions, and evaluations related to identity, abilities, values, and social roles, playing a pivotal role in shaping behavior and interpersonal relationships. Understanding its formation is key to promoting mental health and well-being. This study seeks to explore how self-concept evolves from the first to the fourth year of nursing education and its impact on academic achievement, career choices, and interpersonal relationships. By investigating factors like culture, socialization, and media, the research aims to identify interventions that foster positive self-concept, ultimately contributing to personal and professional growth in nursing students. The study also highlights the importance of leadership development within nursing education, emphasizing the need to cultivate assertiveness and self-esteem.

Study Aim:

The need for this study arises from the gap in previous research, such as the work by Miss Reshma Tamang (2020), which focused solely on first-year BSc and GNM nursing students aged 18-20, without exploring older nursing students or how self-concept evolves over time. This study aims to address that gap by comparing the self-concept of first-year and fourth-year BSc nursing students, encompassing the age range of 18-23 years. Investigating the development of self-

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concept across these years is essential, as it can provide valuable insights into how students' perceptions of themselves change throughout their education. Understanding these shifts can help identify how self-concept influences academic performance, career aspirations, and psychological well-being. Additionally, gender differences and contextual factors like socialization, culture, and external influences further complicate self-concept formation, making it crucial to study its progression. This research is particularly significant in nursing education, where self-concept plays a pivotal role in shaping future leaders and healthcare professionals. By highlighting the importance of self-concept in education, personal development, and professional success, this study can help inform educational interventions aimed at enhancing students' self-esteem, confidence, and motivation, ultimately contributing to their overall academic and personal growth.

Statement of the Problem:

A comparative study to assess the self-concept of 1st year and 4th year B.Sc nursing students at Smt. Nagarathnamma college of nursing, Bangalore.

Review of Literature

Musa Matovu (2012) conducted a study to explore the relationship between academic self-concept and academic achievement among university students. The research aimed to understand how students' perceptions of their academic abilities influence their actual performance. Using the Liu and Wang academic self-concept scale, which includes academic confidence and effort, data was collected from 394 students of varying faculties at a public university in Malaysia. The study employed Multivariate Analysis of Variance (MANOVA) to assess the effects of gender, faculties, and levels of study on academic outcomes. Results revealed a significant effect of gender on academic self-concept and achievement. Differences in academic performance across faculties highlighted the role of field of study, with significant gaps between students in Arts and Human Sciences. This research underscores the intricate relationship between academic self-concept and achievement in higher education.

Marsh *et al.*, (2006) extensively studied domain-specific self-concept in children, particularly in academic contexts, revealing its multidimensional nature. Their research emphasized the separation of competence and affect components, showing that competence is more closely related to academic achievement. Domain-specific self-concept in areas like math and reading strongly predicts academic success. External factors, such as preterm birth, affect self-concept development, while gifted children's self-concept is shaped by cognitive and social influences. Research further shows that girls have lower self-concept in physical ability but higher self-concept in physical appearance and reading compared to boys. Marsh's work highlights the importance of fostering positive domain-specific self-concept in children for better academic outcomes.

Kaur *et al.*, (2018) examined self-concept among school students, highlighting its significant role in emotional intelligence, behavior, and overall development. The study found that 70% of vocational high school students had a moderate self-concept, while 14% had high self-concept. Research by Setyadi on junior high students found that 34% viewed their self-concept as moderate, with only 4% perceiving it positively. Mohanty and Pandey's research established a positive relationship between emotional intelligence and self-concept, suggesting that higher emotional intelligence correlates with a stronger self-concept. Kaur's study used the self-concept scale by Saraswat on a sample of 200 students, revealing that 40% had high self-concept, 51.5% had above average, and 7% had average self-concept. These studies demonstrate that improving self-concept through supportive interventions can positively impact academic and personal outcomes.

Enam *et al.*, (2019) explored the relationship between gender, parental profession, self-concept, and academic achievement among adolescents. The study identified significant gender differences in self-concept, with boys more susceptible to emotional abuse, negatively affecting their self-concept and academic performance. Girls, on the other hand, demonstrated higher emotional competence and academic success. The study also emphasized the role of parental support in shaping self-concept, particularly in STEM fields, where female students often lag behind. Parental involvement was found to be critical in fostering a positive self-concept, directly impacting academic achievement. The study concluded that high achievers, irrespective of gender, exhibited significantly more positive self-concept compared to low achievers. However, no significant difference was found between high and low-achieving boys in families with parental business backgrounds. These findings highlight the complex interplay of gender, parental influence, and self-concept in academic outcomes.

Proposed Approach:

A descriptive study design will be employed, involving a single group of participants. The participants of the study include students of 1st and 4th year B.Sc Nursing. The sample size is 50 students. The assessment tool consists for two sections: Section A: it consists of socio demographic variables. The socio demographic contains of 7 items. Pertaining to name, age, gender, education, type of family, socio economic status and previous training regarding self-concept, Section B: It consists of 15 MCQS related to knowledge and self-concept. All items have maximum score 4. Tool was self-

structured tool which was constructed based on previous research and validated by experts. Sample will be selected based on inclusion criteria and through random sampling method, Baseline proforma will be obtained from the participants, Self-structured questionnaire was explained and administered to the participants The data collection will done for a period of 2 weeks from 5/07/2024 – 17/07/2024 of July 2024, The instructions for answering questions would be given to participants by the investigators.,Data will be obtained and assembled in excel sheets.Descriptive statistics to summarize demographic data and self-concept scores. Comparative analysis using t-tests to assess differences in self-concept between the two groups. Ethical approval will be obtained from the relevant institutional review board. Informed consent will be secured from the guardians of the participants, and consent will be obtained from the students. The study will ensure confidentiality, and participation will be voluntary, with participants free to withdraw at any stage. It is anticipated that there will be increase in the level of self concept among 4th year nursing students as compared to 1st year students.

New Value of Research:

Developmental Insights: This study will provide insights into how self-concept evolves during the nursing education journey. Understanding the differences in self-concept between first-year and fourth-year students can highlight key developmental milestones and challenges that occur throughout the nursing program.

Educational Implications: Findings can inform educators about the factors that enhance or hinder self-concept in nursing students. This can lead to improved curriculum design, teaching strategies, and support systems aimed at fostering a positive self-concept, which is crucial for effective patient care and professional confidence.

Psychosocial Support: By identifying the self-concept levels in different years of study, the research can guide the implementation of targeted psychosocial support interventions. These can help first-year students adapt to the demands of nursing education and assist fourth-year students in transitioning to professional roles.

Cultural and Contextual Understanding: Given the specific context of Smt. Nagarathamma College of Nursing in Bangalore, this research will contribute to understanding how cultural and institutional factors influence self-concept in nursing students, thus adding to the broader literature on nursing education in diverse settings.

2. MATERIAL AND METHODS

The participants of the study include students of 1st and 4th year B.Sc Nursing. A convenient sampling technique was used with sample size of 50. The study design is Descriptive study.

Procedure:

A Formal permission was obtained from principal of Smt. Nagarathamma college of nursing. An Informed consent was obtained from the participants. The Sample were selected based on inclusion criteria and through random sampling method. A Baseline proforma was obtained from the participants. A Self-structured questionnaire was explained and administered to the participants. The data collection was done for a period of 2 weeks from 5/07/2024 – 17/07/2024 of July 2024.The instructions for answering questions were given to participants by the investigators. The Data was obtained and assembled in excel sheets.

Instrument:

The Instruments Used to Measure the Variables of the Study is Divided into Two Sections

- **Section A:** It consists of socio demographic variables. The socio demographic contains of 7 items. Pertaining to name, age, gender, education, type of family, socio economic status and previous training regarding self-concept.
- **Section B:** It consists of 15 MCQS related to knowledge and self-concept. All items have maximum score 4. Tool was self-structured tool which was constructed based on previous research and validated by experts.

Analysis Strategies:

- The analysis Was made by using descriptive statistics based on objectives and hypothesis of the study.
- Descriptive statistics: - frequency, mean, and standard deviation was used to describe the self-concept of 1st year and 4th year BSc students and to compare the data.

1.1 Tables

Table 1: This table shows the standard deviation and mean value of the pretest and post test

First Year		Fourth Year	
Mean	Standard Deviation	Mean	Standard Deviation
16.00	9.20145	38.84	9.16824

1.2 Figure and Graphics

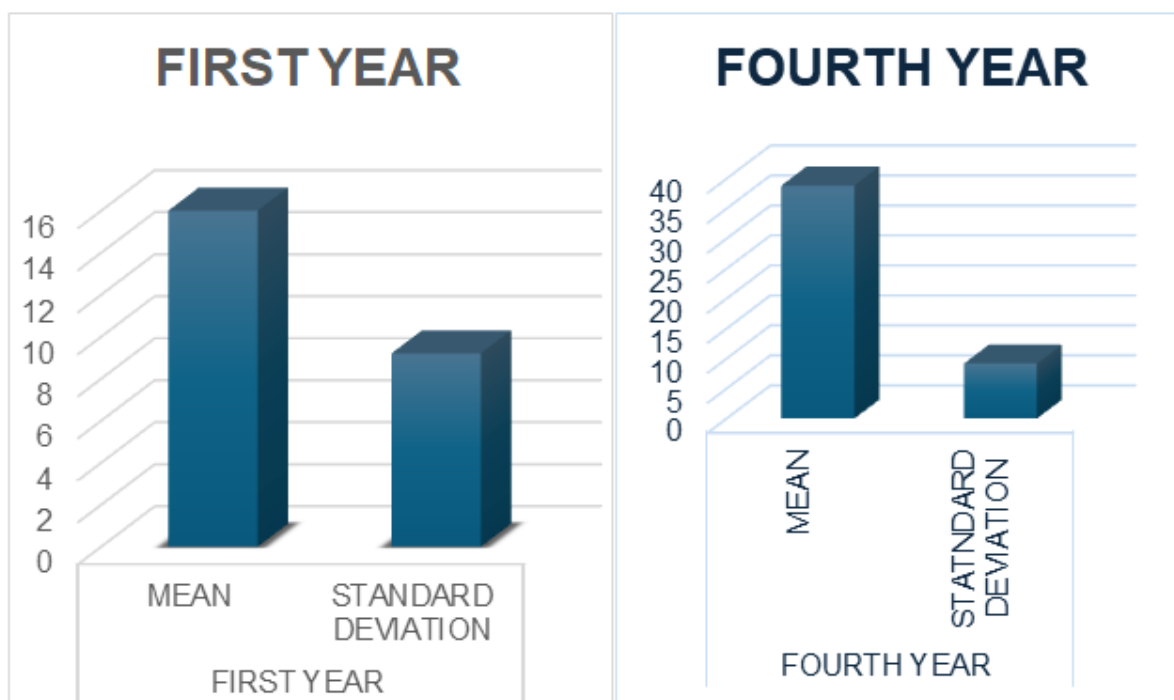


Fig. 1: The above figure depicts the comparison of the scores of pretest and post test of 1st and 4th year B.Sc Nursing

3. RESULTS AND DISCUSSION

The study's findings indicate several key demographic trends and insights regarding the self-concept levels of first-year and fourth-year BSc nursing students. A majority of respondents (52%) fell within the age range of 21-23 years, reflecting a typical progression of students nearing the end of their undergraduate studies. The sample was evenly divided, with 50% of participants from the first year and 50% from the fourth year, offering a balanced comparison. Most respondents were female (52%), highlighting a gender skew in the nursing field. Additionally, 90% of students came from nuclear families, and a similar percentage (90%) belonged to middle-class households. Interestingly, 66% of respondents reported no previous knowledge of self-concept, indicating that awareness of this concept might not be common in their early academic years.

In terms of self-concept levels, first-year students showed an overall self-concept score of 63.33%, with the highest individual score at 63.33% and the lowest at 3.33%. This lower score can be attributed to the fact that these students are new to their academic journey, lacking the experience and exposure that might bolster self-perception. On the other hand, fourth-year students exhibited a much stronger self-concept, with the highest score reaching 90% and the lowest at 35%. This significant improvement reflects the influence of academic experience, personal development, and confidence gained over time. The overall self-concept score for fourth-year students was 90%, notably higher than that of first-year students, underscoring the positive correlation between academic progression and self-concept development.

This study suggests that self-concept grows considerably as students advance through their academic programs, influenced by their increased experience, confidence, and exposure to both academic and clinical environments. Understanding this progression is important for educators and policymakers as it highlights the need for support systems in the early stages of education to help students build a stronger self-concept, which can positively impact their academic and personal growth.

Discussion

Discussion Regarding the Baseline Demographic Variables

The study reveals that the majority of respondents (52%) were aged between 21-23 years. Among these, 50% were first-year students and 50% were from the fourth year of the BSc nursing program, with 52% identifying as female. Additionally, 90% of respondents belonged to nuclear families, and 90% came from middle-class backgrounds. Notably, 66% had no prior knowledge of self-concept.

In contrast, a study by Ms. Reshma Tamang (2020) found that 60% of respondents were aged 18-20 years, with equal representation from first-year GNM and BSc nursing students, and 45% were female. A majority (92%) also belonged to nuclear families. While our study's respondents were older, the age distribution in Tamang's study showed younger students predominating. Both studies revealed similar proportions of first-year students and a significant representation of nuclear families, though our study had a slightly higher percentage of females.

Discussion Regarding the Level of Self-Concept Among the 1st year and 4th year BSc Nursing Students

Our findings indicate that the highest self-concept level among first-year BSc nursing students was 63.33%, with the lowest at 3.33%. This reflects their inexperience as newcomers to academia. Conversely, fourth-year students displayed a much stronger self-concept, with the highest level recorded at 90% and the lowest at 35%, indicative of their accumulated academic experience.

In Ms. Reshma Tamang's study, first-year BSc students recorded a highest self-concept level of 0% and a lowest level of 40%, while first-year GNM students had a highest self-concept of 0% and a lowest of 60%. Tamang's findings suggested that first-year GNM students had a self-concept (60%) greater than that of first-year BSc students (40%). However, in our study, fourth-year BSc nursing students exhibited a higher self-concept (90%) compared to first-year BSc nursing students (63.33%).

Discussion Related to Comparison of the Level of Self-Concept between 1st year and 4th year BSc Nursing Students

Our study shows that fourth-year BSc nursing students possess a significantly higher level of self-concept compared to their first-year counterparts. Ms. Reshma Tamang's study focused on first-year BSc and first-year GNM students, finding the highest self-concept levels for first-year BSc students at 0% and the lowest at 40%, while first-year GNM students had a highest self-concept of 0% and a lowest of 60%.

In our research, the overall self-concept percentage for fourth-year BSc students was 90%, surpassing the 63.33% reported for first-year BSc students. In contrast, Tamang's earlier study indicated that first-year GNM students had a higher self-concept (60%) than first-year BSc nursing students (40%). This highlights the evolution of self-concept as students progress through their nursing education.

4. CONCLUSION

Objectives of the Research

The primary objective of this study was to evaluate the self-concept of first-year and fourth-year BSc nursing students at Smt. Nagarathamma College of Nursing in Bangalore. By employing a descriptive research design and utilizing questionnaires for data collection, the study aimed to analyze the differences in self-concept levels between the two cohorts of nursing students.

Possible Application of the Study

The findings from this research highlight significant differences in self-concept between first-year and fourth-year nursing students, indicating that academic experience positively influences self-perception. This has important implications for nursing practice and education. Nursing educators can leverage these insights to enhance curriculum design, incorporating educational programs that promote self-concept development. Furthermore, nurse administrators can implement training sessions focused on Breast Self-Examination (BSE) for nursing staff and adolescents, fostering comprehensive care in clinical settings. Disseminating these findings through academic journals will support further research in this area, serving as a valuable resource for both educators and practitioners.

Suggestions Related to the Research

To further enrich this area of study, several recommendations are proposed:

Conduct longitudinal studies to monitor changes in self-concept among nursing students over time and how academic experiences influence their self-perception.

Expand research to include nursing students from various colleges and regions to improve the generalizability of findings and understand self-concept across diverse educational contexts.

Incorporate qualitative research methods, such as interviews or focus groups, to delve deeper into personal experiences and factors affecting self-concept.

Develop and assess intervention programs aimed at enhancing self-concept among first-year students, focusing on workshops covering self-esteem, stress management, and professional identity development.

Investigate the relationship between self-concept and other variables such as academic performance, mental health, and career aspirations to gain a broader understanding of self-concept's implications in nursing education.

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Finally, heartfelt thanks go to our friends and classmates whose support was instrumental in completing this project successfully.

DECLARATION

I hereby declare that the research work titled "**A Comparative Study to Assess the Self-Concept of 1st Year and 4th Year BSc Nursing Students at Smt. Nagarathamma College of Nursing, Bangalore**" is an original piece of work carried out by me

I confirm that it has not been previously submitted to any other institution or university for the award of any degree or diploma.

I affirm that all the information and data collected from primary and secondary sources have been acknowledged, and the study adheres to the ethical guidelines set forth for research involving human subjects.

Author Contribution

1. Author 1: Ms. Dency Dennis: Conceptualization and design of the study, data collection, data analysis, and writing of the manuscript.
2. Author 2-9 Ms. Mekha Jacob: Oversaw the research process, provided critical revisions, coordinated with all authors, and served as the point of contact for all communications regarding the study.
3. Ms. Abhinanda MA: Assisted in the design and methodology of the study, contributed to the development of the research instruments, and participated in data interpretation.
4. Ms. Priyanka Nirola: Contributed to data collection, particularly in organizing surveys among the 1st and 4th year students, and ensured proper ethical approval.
5. Mr. Muhammed Sabith KT: Involved in statistical analysis, interpretation of data, and provided technical support for data visualization.
6. Mr. Joyal Antony: Participated in literature review, secondary data compilation, and drafting of the background and rationale for the study.
7. [Ms. Poli Parvin: Assisted in the recruitment of participants, conducting interviews, and managing consent forms and ethical approvals.
8. [Ms. Janet k Reji & Mr. Haneen M: Supported with editing and reviewing the final manuscript, ensuring compliance with academic standards and guidelines.

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Competing Interest

We declare that there are no financial, personal, or professional competing interests that could have influenced the outcome of this study. No external funding was received for conducting this research, and we are not affiliated with any organizations or institutions that could potentially benefit from the study's results.

All findings and interpretations presented in this study are based solely on the data collected and the analysis conducted in an objective manner. Any associations with the care institution where the research was conducted are purely

professional, and efforts were made to ensure that participant well-being and data integrity were prioritized throughout the study.

This statement is made in adherence to ethical research practices and to maintain transparency in the research process.

Ethical Clearance

This is to certify that the research study titled "A comparative study to assess the self-concept of 1st year and 4th year BSc nursing students at Smt. Nagarathamma college of nursing, Bangalore" has received ethical clearance from the Institutional Ethics Committee (IEC). The study was thoroughly reviewed and approved by the committee to ensure that it adheres to the highest ethical standards and respects the rights, dignity, and safety of all participants.

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