



RESEARCH ARTICLE

SELF EFFICACY AMONG NURSING STUDENTS

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ABSTRACT

Background: Perceived self-efficacy is defined as people's beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives. Self-efficacy beliefs determine how people feel, think, motivate themselves and behave. If students believe in their capabilities, they would use their maximal efforts in different situations. Self-efficacy is vital for nursing students and clinical nurses.

Methodology: Cross sectional descriptive survey design was used. All nursing students of College of Nursing, JIPMER were considered as the population of the study. Convenience sampling was used and 341 participants participated. General Self-Efficacy Scale was used to collect the data

Results: The study results suggested that the General Self-Efficacy was high among 53.07% of nursing students; remaining 46.92% were having low self-efficacy. An association was found for general self efficacy with socio-demographic variables viz., gender, and year of study.

Conclusion: The study concluded that 53.7% of nursing students were having high self and 49.92% of students were having low self efficacy.

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INTRODUCTION

Self-efficacy reflects the judgments, beliefs, or expectations about a person's capability to behave, engage, or implement actions in a given situation. A strong sense of efficacy enhances human accomplishment and personal well-being in many ways. People with high assurance in their capabilities approach difficult tasks as challenges to be mastered rather than as threats to be avoided. Such an efficacious outlook fosters intrinsic interest and deep engrossment in activities. They set themselves challenging goals and maintain strong commitment to them. They heighten and sustain their efforts in the face of failure. They quickly recover their sense of efficacy after failures or setbacks. They attribute failure to insufficient effort or deficient knowledge and skills which are acquirable. They approach threatening situations with assurance that they can exercise control over them. Such an efficacious outlook produces personal accomplishments, reduces stress and lowers vulnerability to depression (Schwarzer, 2014). In contrast, people who doubt their capabilities shy away from difficult tasks which they view as personal threats. They have low aspirations and weak commitment to the goals they choose to pursue. When faced with difficult tasks, they dwell on their

personal deficiencies, on the obstacles they will encounter, and all kinds of adverse outcomes rather than concentrate on how to perform successfully (HeidariGorji, 2016). Self-efficacy is related to successful performance, this can improve the individual's motive and confidence to provide nursing practice in a complex situation. Winslow *et al* said that there is a positive correlation between nurse's self-efficacy and their academic degree advancement. The nurses who pursued a subsequent degree scored higher in self-efficacy scores than those nurses who did not (Winslow, 2013). If students believe in their capabilities, they would use their maximal efforts in different situations. Self-efficacy is vital for nursing students and clinical nurses (Mohmmdirezi, 2015). Self-efficacy proves important in all spheres of life such as academic performance, clinical competency and even in the quality of life. Cramm *et al* says that general self-efficacy is important for the quality of life of adolescents with chronic conditions. The study indicated that General self-efficacy perceived by adolescents was related to emotional, physical, and social quality of life. Adolescents' perceived self-efficacy predicted all quality of life domains (Cramm, 2015). Sarikoc *et al* proposed that though general self-efficacy is needed in every individual, the number of years of experience in nursing is directly proportional to academic motivations and academic self-efficacy of nursing students. His study revealed that freshmen have a higher level of intrinsic motivation than the second years and the subsequent seniors; and the extrinsic motivation of the juniors is less than all the other classes. It

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was determined that there is a positive self-efficacy relationship between the intrinsic motivation and extrinsic motivation levels of the students (Sarikoc, 2017). The study conducted by Kim H, Lee AK, Park SY on critical thinking disposition self-efficacy and stress of Korean nursing students among 208 nursing students from 3 nursing colleges of South Korea showed that self-efficacy had positive relationship with critical thinking disposition, and stress had negative relationships with critical thinking disposition and self-efficacy. The study recommended that educators and faculties of nursing colleges should manage stress and self-efficacy to improve the abilities of critical thinking of nursing students (Kim, 2015). Abdal *et al* found that several factors such as environment, nursing colleagues and clinical educators could influence the creation of self-efficacy in nursing students (Kaseem, 2015). The correlation study conducted by Kim M, Yen S on academic self-efficacy, motivation and career aspiration among 322 nursing students of Korea indicated that positive significant correlations exist between personality, satisfaction in major, academic self-efficacy and achievement motivation. It also showed that personality, achievement motivation, academic-self-efficacy, major satisfaction was jointly predictive of career aspirations (Kim, 2015). Zhang et al assessed and compared the relationship between self-efficacy beliefs and achievement motivation among 716 student nurses from 7 hospitals in Western China using General Self Efficacy Scale and Achievement Motivation Scale.

This study found that there was a significantly positive relationship between self-efficacy and achievement motivation and achievement motivation and self-efficacy was related to age and education levels, rather than gender and place of residence. The study also suggested that nursing managers should take measures to develop the self-efficacy of student nurses (Zhang, 2015). Nursing students should have sufficient self-awareness about their professional qualifications when graduating and also their attitudes should be positive toward the competencies in order to be effective in their clinical performance.

Aim of the study

The study aimed to assess the self efficacy among nursing students and to find out the association with socio demographic variables.

Description of Research tools

The tools used in the study

- Socio-demographic proforma.
- General Self-Efficacy Scale (Jerusalem and Schwarzer, 1981).

Socio-demographic proforma consisted of 5 items mainly age, sex, course, year of study and place of study.

MATERIALS AND METHODS

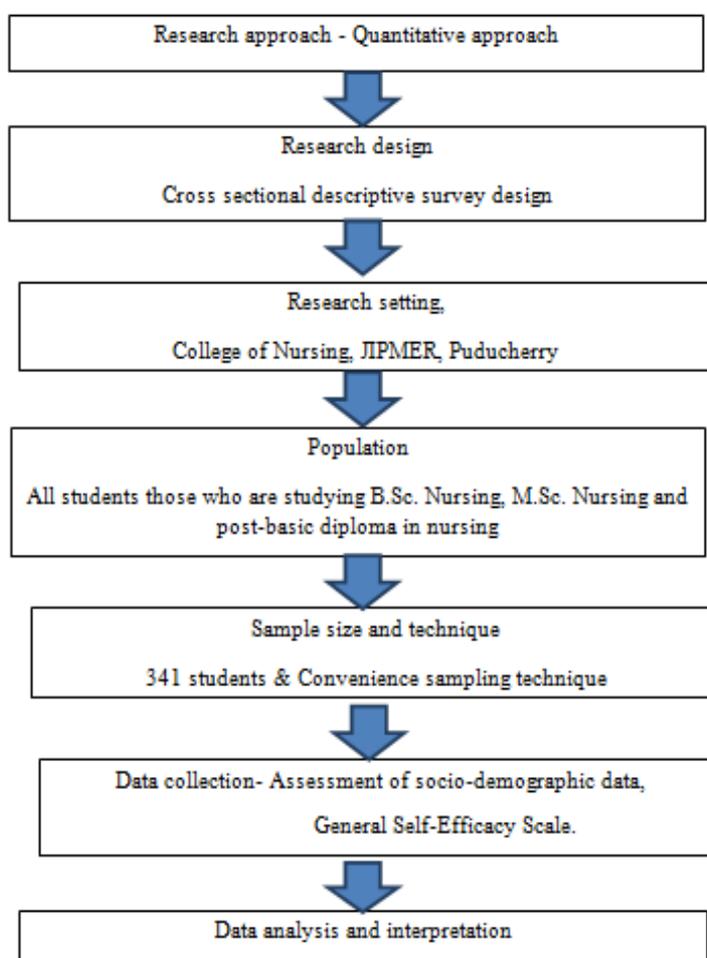


Figure 1. Schematic representation of research design

GSE (General Self-Efficacy Scale): It is a 10 item questionnaire in likert scale format which was originally developed by Jerusalem and Schwarzer in 1981 in Germany. The GSE is a 10 item scale to assess optimistic self beliefs used to cope with a variety of demands in life. The scale was designed to assess self-efficacy, i.e., the belief that one's actions are responsible for successful outcomes. The scaled score for each question ranges from 1 to 4. Higher scores indicate higher perceived self-efficacy.

Data Analysis

Data collected from the subjects were transformed into excel master sheet and analyzed using statistical package for social sciences (SPSS) version-20.

Descriptive (frequency and percentage) and inferential statistics (chi-square test) were used in the study. All statistical analysis was carried out at a 5% level of significance.

Ethical Clearance

Permission was obtained from the Institute (JIPMER) Ethical Committee, Human studies. Informed consent was obtained from every participant after a brief explanation regarding the study by the researchers. Confidentiality was maintained during the data collection.

RESULTS

The results of the Chi- square test showed that there was a significant association ($p < 0.05$) for gender and year of study with general self efficacy.

Table 1. Frequency and percentage distribution of socio demographic variables of nursing students N=341

Variable	Category	Frequency	Percentage (%)
Age	15-20 years	213	62.46
	21-25 years	105	30.79
	26-30 years	21	6.15
	31-35 years	1	0.29
	36-40 years	1	0.29
Gender	Male	77	22.6
	Female	264	77.4
Course	B.Sc (N)	298	87.4
	P.B.D. (N)	7	2.1
	M.Sc. (N)	36	10.6
Year of study	B.Sc. (N) I year	74	21.7
	B.Sc. (N) II year	95	27.9
	B.Sc. (N) III year	53	16.7
	B.Sc. (N) IV year	72	21.1
	P.B.D (N)	7	2.1
	M.Sc. (N) I year	16	4.7
	M.Sc. (N) II year	20	5.9
Place of stay	Hostel	116	34
	Home	225	66

Table 2. Distribution of General Self-Efficacy of nursing student N=341

Variable	Category	Frequency	Percentage
General Self Efficacy	High General Self Efficacy(more than or equal to 31)	181	53.07
	Low General Self Efficacy(less than 31)	160	46.92

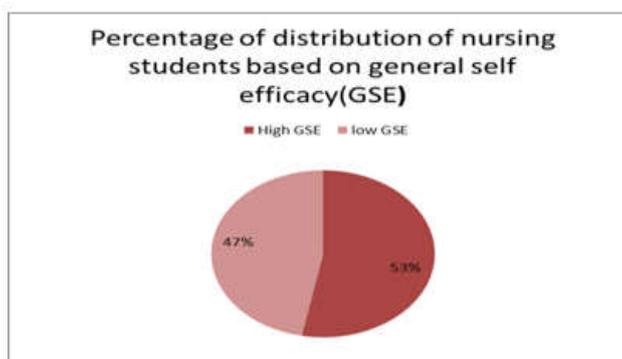


Figure 2. Percentage of distribution of nursing students based on General Self Efficacy

Table 3: Distribution of General Self Efficacy of nursing students according to the year of study N=341

Variable	Course	No. Of students scored High GSE Score	Percentage (%)	No. Of students scored Low GSE Score	Percentage (%)
GSE	B.Sc. (N) I	39	52.70	35	47.29
	B.Sc. (N) II	41	43.15	54	56.84
	B.Sc. (N) III	35	66.03	22	41.50
	B.Sc. (N) IV	38	52.77	34	47.22
	P.B.Sc. (N)	5	71.42	2	28.57
	M.Sc. (N) I	3	23.07	13	76.92
	M.Sc. (N) II	20	100.00	0	0.00

Table 4. Association between GSE of Nursing students and their socio demographic variables N=341

Variable	Category	Frequency	Percentage	General self efficacy		P Value
				High	Low	
Age	15-20 years	213	62.46	106	107	0.086
	21-25 years	105	30.79	55	50	
	26-30 years	21	6.15	19	2	
	31-35 years	1	0.29	1	0	
	36-40 years	1	0.29	0	1	
Gender	Male	77	22.6	52	25	0.004*
	Female	264	77.4	129	135	
Course	B.Sc (N)	298	87.4	153	145	0.224
	P.B.Sc (N)	7	2.1	5	2	
	M.Sc (N)	36	10.6	23	13	
Year of study	B.Sc (N) I	74	21.7	39	35	0.000*
	B.Sc (N) II	95	27.9	41	54	
	B.Sc (N) III	53	16.7	35	22	
	B.Sc (N) IV	72	21.1	38	34	
	P.B.Sc (N)	7	2.1	5	2	
	M.Sc (N) I	16	4.7	3	13	
	M.Sc (N) II	20	5.7	20	0	
Place of stay	Hostel	116	34	68	48	0.141
	Home	225	66	113	112	

*statistically significant at $p < 0.05$

DISCUSSION AND CONCLUSION

The present study found that 181 (53.07%) Nursing students were having high General Self Efficacy and 160 (46.92%) has low General Self Efficacy. A multinational study also supported the present study reported that comparing to fresher's the senior students who have higher extrinsic motivation have higher positive General Self Efficacy (Sarıkoc, 2017). A study by Bifttu BB, Dachew BA, Tiruneh BT, Kelkay MM, Bayu NH is contradictory to our study, as it reported that among 243 undergraduate nursing students, more than half perceived themselves as incompetent (Bifttu, 2016). The present study reveals that there is a significant association ($p < 0.05$) between general self efficacy with socio demographic variables like gender, year of study. The present study was also supported by Bifttu BB, Dachew BA, Tiruneh BT, Kelkay MM, Bayu NH. It says that year of study has close relation with General Self Efficacy.

Conclusion

Nursing students' self-efficacy is a predictor for their educational progress. Students, who believe that they can be successful in their studies, are more confident. The study attempted to assess the self efficacy among nursing students. The study results suggested that the General Self-Efficacy was high among 53.07% of nursing students and remaining 46.92% were having low self-efficacy.

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