

Academic Satisfaction and Self-esteem among Undergraduate Nursing Students

Thesis

*Submitted for the Partial Fulfillment of the Master
Degree in Nursing Science
(Psychiatric Mental Health Nursing)*

By

Shaza Salah El-Sayed ghazy

Clinical Instructor

Al-azhar University

**Faculty of Nursing
Ain Shams University
2018**

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Under Supervision of

Prof. Dr. Sorayia Ramadan Abd El fatah

*Professor of Psychiatric-Mental Health Nursing
Faculty of Nursing – Ain Shams University*

Assist. Prof. Dr. Galila Shawky Elganzory

*Assistant Professor of Psychiatric- Mental Health Nursing
Faculty of Nursing – Ain Shams University*

**Faculty of Nursing
Ain Shams University
2018**

Acknowledgment

Firstly, thanks to Allah, who gave me the power to finish this work.

*Words can never express my feeling to **Prof. Dr. Sorayia Ramadan Abd El fatah**, Professor of psychiatric- Mental Health Nursing Faculty of Nursing-Ain Shams University, for her meticulous supervision, and continuous encouragement throughout the whole work.*

*I am extremely grateful to **Prof. Dr. Galila Shawkky Elganzory**, Assistant professor of Psychiatric- Mental Health Nursing Faculty of Nursing-Ain Shams University for her continuous support, valuable assistance, best supervision and co-operation in all stages of this work.*

Finally, I would like to thank all nursing students at faculty of Nursing Al-Azhar University for their cooperation and help in gathering information

* **Shaza Salah ghazy***

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Abstract

Aim: this study aimed to assess academic satisfaction and self-esteem among undergraduate nursing students. **Design:** Descriptive explanatory design was utilized in this study. **Setting:** the study was carried out at faculty of nursing of Al-Azhar University. **Subjects:** Convenient sample of all available nursing students (n=427). **Tools:** (interviewing questionnaire sheet including socio-demographic characteristics, Rosen berg self-esteem scale and undergraduate nursing academic satisfaction scale. **Results:** illustrated that less than three quarter of the students were unsatisfied regarding their class teaching, clinical teaching, program and support& resources. less than half of the students had low self-esteem, there is highly significant relation between students' self-esteem and their characteristics and there is highly significant relation between students' academic satisfaction and their characteristics and there is significant correlation between students' academic satisfaction and their self-esteem **Conclusions:** According to this study the majority of students weren't satisfied regarding their academic years and. High percentage of the students had low self-esteem. **Recommendations:** Training sessions should be organized to improve self-esteem of nursing students and educational courses should be made to induct, train qualified and expert instructors for promoting the education and orientation sessions for students in every academic year regarding program, staff and services in the faculty of nursing.

Key words: Academic satisfaction, self-esteem, undergraduate nursing students

Introduction

Academic achievement, outcome of schools, universities and other educational centers are the important signs of achieving goals. Therefore, performing a comprehensive study in the field of academic achievement is of undoubted significance and as a result, investigation of factors contributing to this concept is of great importance (*Hasani & Aghdasi, 2014*).

As we know, at present globalization made the world a small town, although this goal is a great and important one, by a brief look at psychological theories, it can be found out that getting academic degree is not all of the success, but achieving satisfaction is the real meaning of success. Many people achieved the highest levels of academic degrees but didn't enjoy their life spent for study. For this, education and training based on students' satisfaction is one of the main duties of researchers and planners of educational system (*Hasani & Aghdasi, 2014*).

In addition to that, self-esteem is known as one of the factors affecting learning outcomes. Students who have higher self-esteem show greater success in their academic affairs

(Dale, Leland, Dale, 2013). Self-esteem affects the person's motivation and can cause motivation or motivate students to learn from their learning environment *(Hanifi, Parvizy, Joolae, 2013)*.

Significance of the study

The study may helpful for both college's policy makers and the students. It helps the college administration to design and implement the policies to improve the students' academic satisfaction and the quality of education by changing the attitude of students towards learning, facilitating students and improving the teaching procedures. It may also create awareness among students about their rights and responsibilities to achieve quality education.

In previous research in medical science university shown that the findings indicated that 83.3% of the students had little satisfaction concerning the situation of educational environment (School), 47.2% about situation of clinical environment, 41.7% as to the theoretical educational method by professors, and 41.7% as to the method of clinical education by clinical trainers. Also 47.2% were not satisfied with the method of evaluation by the school professors, 80.6% with the method of relation with colleagues and

moreover, findings indicated that 33.3% of the participants in this research were dissatisfied with the method of evaluation by clinical trainers and 50% with the method of nursing management.

Assessing the self-esteem of university students is necessary, given that the transition to higher education can be considered a challenging period in which self-esteem can be compromised, since this is a period full of changes also self-esteem is known as one of the factors affecting learning outcomes. Students who have higher self-esteem show greater success in their academic affairs so will affect their academic satisfaction.

Aim of the Study

This study aimed at:

Assessing academic satisfaction and self-esteem among undergraduate nursing students at Faculty of Nursing of Al-Azhar University.

Research Questions

- 1- What are the levels of academic satisfaction and self-esteem among undergraduate nursing students?

Review of Literature

Concept of academic satisfaction

The first investigations on academic satisfaction were conducted in the 1960s and originated from studies on occupational satisfaction. Academic satisfaction refers to the subjective evaluation of the whole educational experience, and it is defined as a psychological state that results from the confirmation or not of the students' expectations regarding their academic reality (*Kantek & Kazanci, 2012*).

The subject of student satisfaction has received much attention and has become one of the major goals of all higher educational institutions (*Arambewela & Hall, 2013*). In fact, student satisfaction has been acknowledged to be a critical indicator of word- of-mouth retention and loyalty (*Temizer & Turkyilmaz, 2012*).

Satisfaction refers to a state of contentment's in which one's perceived needs have been met. Satisfaction can be conceptualized as the congruence between a person and her social environment (*Tessema, Ready & Yu, 2012*).

Student satisfaction is one measurement used by many colleges and universities as part of a comprehensive overall assessment of student outcomes and university operations; also student satisfaction is collected by many colleges and universities to gauge institutional effectiveness (*Scanlon & mccomis, 2010*).

Student satisfaction is the favorability of a student's subjective assessment of the numerous outcomes and experiences related with education (*Arabewela & Hall, 2013*).

Academic satisfaction is strongly related to the quality of students' learning, and it is a dynamic process that can be affected by the institution's characteristics within its educational context, and by the way students themselves perceive and understand their learning environment (*Yildirimy, Kilic & Akyol, 2013*).

In addition, ratings of academic satisfaction include the institutional context as a whole, and consider the quality of the course, the relationship between theory and practice, the quality of teaching, the evaluation system, contact with professors and colleagues, curricular content, management of university and its facilities and resources. A successful higher education institution is the one that is constantly seeking to improve and develop its