

**THE INFLUENCE OF SELF-ESTEEM ON ACADEMIC PERFORMANCE OF NURSING
STUDENTS IN A TERTIARY ACADEMIC INSTITUTION, BENIN CITY, EDO STATE.**

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**'IN PARTIAL FULFILMENT OF THE AWARD OF BACHELOR OF NURSING SCIENCES
(BNSC), COLLEGE OF MEDICAL SCIENCES, UNIVERSITY OF BENIN, BENIN CITY, EDO
STATE.**

OCTOBER, 2025

DECLARATION

This is to declare that this research project titled "**THE INFLUENCE OF SELF-ESTEEM ON ACADEMIC PERFORMANCE OF NURSING STUDENTS IN A TERTIARY ACADEMIC INSTITUTION, BENIN CITY, EDO STATE.**" was carried out by **AKINOLA OLASUBOMI ABIGAIL**. It is solely the result of my work except where acknowledged as being derived from other person (s) or resources.

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ABSTRACT

This study assessed the influence of self-esteem on the academic performance of undergraduate nursing students in a tertiary academic institution. A descriptive correlational research design was adopted, and a sample of 282 students was selected using a convenient sampling technique. Data were collected through a structured questionnaire comprising the Rosenberg Self-Esteem Scale and an academic performance scale. The collected data were analyzed using SPSS version 27, employing descriptive statistics, Pearson correlation, t-test, and chi-square. The findings revealed a significant positive correlation between self-esteem and academic performance, indicating that students with higher self-esteem achieved better academic results. No significant association was found between self-esteem and demographic variables such as ethnicity and religion. However, students in higher academic levels displayed slightly higher self-esteem and academic competence. The study concluded that self-esteem plays a crucial role in the academic success of nursing students. It was recommended that tertiary institutions should implement programs and support services aimed at enhancing students' self-esteem to improve academic outcomes. The study further suggested the need for future research using longitudinal designs and exploring other psychological and environmental factors influencing student performance.

Keywords: Influence, Self-esteem, Academic performance, undergraduate, Nursing student.

CERTIFICATION/APPROVAL

This is to certify that this project titled “ **THE INFLUENCE OF SELF-ESTEEM ON ACADEMIC PERFORMANCE OF NURSING STUDENTS IN A TERTIARY ACADEMIC INSTITUTION, BENIN CITY, EDO STATE**” was carried out by **AKINOLA OLASUBOMI ABIGAIL** with **Matriculation number BMS1907079** In the Faculty of Nursing Sciences, University of Benin, Benin City under the supervision of Mrs.M.A.Iniomor.

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Sign & date

DEDICATION

I dedicate this Project work to GOD ALMIGHTY, whose guidance and strength have been my constant companion throughout my academic journey, and to my wonderful Parents and siblings for their unwavering support.

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I would like to express my heartfelt gratitude to God, for His divine guidance, wisdom, and strength throughout this research journey. I express my deepest gratitude to my amiable parents, Mr Akinola Solomon and Mrs Akinola Florence, for their unwavering support, encouragement, and love. Additionally, I would like to thank my supervisor, Mrs M. A. INIOMOR for her expert guidance, mentorship, and valuable insights in my research study.

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CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Self-esteem plays a crucial role in shaping the academic performance of undergraduates. When students have a strong sense of self-worth, they are more likely to approach their studies with confidence and resilience, enabling them to tackle challenges and setbacks effectively (Rubab et al., 2024). High self-esteem fosters motivation, self-discipline, and a proactive attitude toward learning, which can lead to improved academic outcomes (Souta Anjali et al., 2024). On the other hand, according to Khan et al. (2022), low self-esteem can contribute to feelings of self-doubt, anxiety, and avoidance, often resulting in decreased academic performance. Therefore, cultivating a positive self-image is essential for undergraduates to reach their full potential in their academic journey

Education provides an individual with a significant opportunity for growth, development, progress and advancement in life (Sparfeldt & Schwabe, 2024). The individuals themselves must be motivated and dedicated to taking advantage of this opportunity in order to create prosperous, responsible futures for themselves and society. Academic performance is very crucial for the success, well-being, and flourishing of students, their families, the economy, and the society at large (Enayati Shabkolai *et al.*, 2023; Martínez *et al.*, 2020). Thus, achieving excellent academic achievement and performance is one of the main objectives of the educational system. Researchers seek to determine the factors that influence students' academic performance and use them in learning environments (Yang *et al.*, 2023). Academic performance encompasses all activities and efforts put together by an individual to acquire knowledge and pass through various educational stages in educational centers

(Tisocco & Liporace, 2023). It is defined by the degree and level of success an individual achieves in the examination at the end of a learning season (Carmona-Halty *et al.*, 2022). The success or failure of a student's learning process includes many factors; one of which plays an essential role include self-esteem.

Self-esteem is a key factor that influences academic performance; it is very crucial because it has been closely related to motivation and academic achievement. self-esteem is described as the positive or negative perception of an individual's self-worth (Bailey and Phillips, 2020), which can influence their ability to complete or not complete certain tasks including educational task (Acosta-Gonzaga, 2023). Self-esteem, which can be either positive or negative, pleasant or unpleasant, is a perception and appraisal of oneself. An individual with high self-esteem thinks favorably of their traits and attributes. Conversely, a person with low self-esteem thinks negatively about their traits and attributes (Gidado, 2024). A person's self-esteem is a subjective term that doesn't truly represent their inner attributes or how others see them (Orth *et al.*, 2020). It is a subjective assessment that is shaped by our beliefs and ideas, affecting how we see ourselves and how valuable we think we are. Assessing our own skills and strengths is part of it (Vacalares *et al.*, 2023). Compared to people with low or negative self-esteem, those with positive or high self-esteem are more energetic, upbeat, and socially involved (Orth & Robins, 2022). To overcome obstacles and develop a positive self-image during school, self-esteem must be developed (Turki *et al.*, 2023). One of the main indicators of how students view themselves is their level of self-esteem, and numerous research have looked into and validated the connection between academic success and self-esteem (Li *et al.*, 2020). Students' self-perception is greatly impacted by their academic success and failure; those who fail

academically frequently are prone to feel bad about themselves, while those who succeed typically have good self-perceptions. Self-esteem and academic success are frequently closely related (Saeed *et al.*, 2023)

Notably, research by Rishi (2021) indicates that academic accomplishment and high self-esteem are positively correlated, indicating that individuals who have higher self-esteem typically perform better academically. Furthermore, a study done by Moneva and Tribunalo (2020) shows a strong relationship between students' favorable views about school activities and higher levels of self-esteem, which in turn helps them accomplish better tasks. On the other hand, pupils who have poor self-esteem could find it difficult to do assignments successfully. Poor academic achievement, social isolation, feelings of worthlessness, drug abuse, health issues like headaches and exhaustion, cultism, suicidal thoughts, school dropout, aggressive behavior, shyness, and social maladjustment are all consequences of low self-esteem, according to a study by Oguze *et al.* (2023). Additionally, the study found that adolescents with low self-esteem were more likely to drop out of school and engage in social vices, and that adolescents with low self-esteem were more likely to become teenage mothers, both of which could compromise their academic performance.

1.2 Statement of problem

Academic performance has been evaluated by looking only at the grades that the student obtains while studying, and this is seen as the golden measure of success in education (Stpnisky *et al.*, 2023). It is also known that the psychosocial self-esteem factor influences grades and that it is closely related to academic performance through emotions (affective states) (Almurumudhe *et al.*, 2024). Therefore, analyzing the effect of self-esteem on

academic involvement will provide empirical evidence that enables the proposal of strategies that encourage appropriate levels of motivation, in order to impact educational performance positively. Several similar studies have been done among undergraduates in varying populations but there is no published work conducted among nursing students in Edo state, Nigeria. Hence the purpose of carrying out this study.

1.3 Aim of the study

The study is aimed at assessing the influence of self-esteem on academic performance among nursing students in a tertiary academic institution in Benin-city, Edo state.

1.4 Objectives of the study.

The specific objectives of the study are as follows

1. To determine the self-esteem of nursing students in a tertiary academic institution in Benin-city, Edo state.
2. To investigate the academic performance of nursing students in a tertiary academic institution in Benin-city, Edo state.
3. To explore the influence of self-esteem on academic performance among nursing students in a tertiary academic institution in Benin-city, Edo state.

1.5 Research question

1. What is the self-esteem of nursing students in a tertiary academic institution in Benin-city, Edo state.
2. What is the academic performance of nursing students in a tertiary academic institution in Benin-city, Edo state.
3. How can self-esteem influence the academic performance of nursing students in a tertiary academic institution in Benin-city, Edo state.

1.6 Research Hypothesis

H_{o1} : There is no significant relationship between self-esteem and the academic performance of nursing students in a tertiary academic institution in Benin-city, Edo state.

H_{o2} : There is no significant difference in the self-esteem between male and female nursing students in a tertiary academic institution in Benin-city, Edo state.

1.7 Significance of study.

The significance of this research can be understood from the following perspectives:

1. **Enhancing Educational Strategies:** Understanding the impact of self-esteem on academic performance can provide insights into how nursing educators can develop more effective teaching and learning strategies. By identifying how students' perceptions of themselves affect their academic achievements, instructors can implement interventions that boost students' self-confidence, motivation, and overall academic success.
2. **Improving Student Well-being:** Self-esteem plays a critical role in a student's psychological well-being and their ability to cope with the stressors of a demanding academic program like nursing. This study could contribute to the development of support programs aimed at improving students' emotional resilience, helping them manage academic pressure, and enhancing their overall personal and academic growth.
3. **Fostering Future Healthcare Professionals:** Nursing undergraduates are future healthcare providers who must demonstrate not only academic excellence but also strong interpersonal skills and emotional intelligence. Exploring how self-esteem

influences their academic performance can inform holistic educational approaches that aim to produce well-rounded and confident nurses. This could ultimately have a broader impact on healthcare delivery, as confident and self-assured professionals are more likely to provide high-quality patient care.

4. **Contributing to Existing Literature:** While studies have examined self-esteem and academic performance in various fields, there is limited research focused on nursing undergraduates. This study aims to fill this gap by providing evidence on the specific challenges and characteristics of nursing students. The findings will be valuable to the academic community, particularly within the context of nursing education.
5. **Policy Implications:** The study may also inform policy decisions within academic institutions related to student support services. Understanding the link between self-esteem and academic success could encourage universities to invest more resources into mental health programs, counseling services, and academic workshops designed to boost students' confidence and performance.
6. **Practical Implications for Students:** For nursing students themselves, this research could provide practical advice on how to manage their self-esteem levels to improve their academic performance. The findings might encourage students to engage in self-improvement techniques and adopt healthier mindsets that contribute to their success in their academic journey and future careers.

1.8 Scope of study.

The study was conducted in the University of Benin. The respondents used are the nursing undergraduates in the institution. The focus of the study assessed the influence of self-

esteem on academic performance among nursing students of the University of Benin, Edo state.

1.9 Operational definition of terms

Self-esteem: Self-esteem refers to the individual nursing student's perception of their self-worth.

Academic performance: This refers to the nursing students' level of achievement in their academic program.

Influence: This refers to the extent to which self-esteem affects or predicts the academic performance of nursing students.

Students : This refers to nursing students in the University of Benin who are currently enrolled in the Bachelor of Nursing Science (B.N.Sc) program and have not yet graduated.

Nurses: These are nursing students in training who are future healthcare professionals, rather than registered practicing nurses.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter reviews related literature on the subject matter. The review of conceptual literature first explores each concept related to this study and its application to nursing practices. The chapter also explores theories associated with the study, and further compile empirical findings from previous authors on the study

2.1 Conceptual review

2.1.1 Concept of self-esteem

Self-esteem is the sum of the abilities and feelings that characterize how highly individuals regard or regard themselves (Ghezelbash *et al.*, 2020). Self-worth equates to self-esteem. That's the difference between the real and ideal selves (Fiassa & Nader-Grosbois, 2020). Self-esteem is a subjective view that doesn't fairly represent a person's character traits or outside opinions (Orth *et al.*, 2018). It is an individual assessment shaped by our beliefs and ideas, which in turn affects how we see ourselves and how valuable we think we are. (Vacalares *et al.*, 2023). It includes evaluating our own skills and strengths. Self-esteem, as defined by Rosenberg (1985), is an internal belief system that is an assessment of oneself that is formed by someone with a good or negative opinion of oneself (Wilson & Dunn, 2024). Self-esteem is a holistic evaluation of positive and negative self-assessments. Individuals with high or positive self-esteem are more active, hopeful, and socially active and involved than those with low or negative self-esteem (Orth & Robins, 2022). Self-esteem is a primary indicator of how students view themselves, and the relationship

between self-esteem and academic achievement has been assessed in various studies (Li *et al.*, 2020). Success and failure in academic journey significantly impact students' self-perception, with those experiencing frequent academic failure likely developing negative feelings about themselves, whereas those who succeed tend to develop positive self-views. Academic achievement is often closely linked to self-esteem (Saeed *et al.*, 2023)

2.1.2 Importance of self-esteem

Self-esteem plays a crucial role in an individual's mental, emotional, and social well-being. Here are several key reasons why self-esteem is important:

1. Mental Health and Emotional Well-being

- **Protects Against Mental Health Issues:** High self-esteem acts as a buffer against mental health issues like depression, anxiety, and stress. Individuals with healthy self-esteem are better equipped to handle setbacks, manage negative emotions, and cope with stress (Li *et al.*, 2020)
- **Enhances Resilience:** People with high self-esteem are more resilient in the face of failure or challenges. They tend to view setbacks as temporary and are more likely to persevere in the face of adversity (Li *et al.*, 2020)

2. Psychological Growth and Self-Actualization

- **Fosters Self-Development:** High self-esteem is linked to a greater sense of self-worth, which can motivate individuals to pursue personal growth, self-improvement, and fulfillment. It also enhances the drive to set and achieve meaningful goals.

- **Supports Positive Self-Image:** Healthy self-esteem leads to a positive self-image, where individuals feel confident in their abilities and accept themselves for who they are. This contributes to overall psychological well-being

3. Interpersonal Relationships

- **Healthy Relationships:** High self-esteem is essential for forming and maintaining healthy, balanced relationships. Individuals with high self-esteem are more likely to engage in supportive and respectful relationships because they value themselves and understand how to set healthy boundaries (Mahdian *et al.*, 2021)
- **Reduces Dependency:** People with strong self-esteem are less likely to become overly dependent on others for validation, reducing the likelihood of unhealthy dynamics in relationships. They can express their needs and opinions more confidently.

4. Motivation and Achievement

- **Goal-Oriented Behavior:** People with high self-esteem are more likely to pursue goals and challenges because they believe they can succeed. Their positive self-perception provides the motivation to take risks, try new things, and work hard to achieve their ambitions.
- **Increases Self-Efficacy:** Self-esteem is linked to self-efficacy, or the belief in one's ability to succeed in specific situations. High self-esteem helps individuals trust in their skills and talents, increasing their likelihood of success (Tisocco & Liporace, 2023)

5. Physical Health

- **Impact on Physical Well-being:** Studies suggest that people with higher self-esteem tend to take better care of their physical health. They may be more likely to engage in healthy behaviors such as regular exercise, proper nutrition, and seeking medical help when needed (Acosta-Gonzaga, 2023)
- **Stress Reduction:** High self-esteem can help individuals manage stress more effectively, which in turn can lower the risk of stress-related health issues such as heart disease or high blood pressure (Acosta-Gonzaga, 2023)

6. Workplace and Academic Success

- **Career Performance:** Self-esteem is a key factor in job satisfaction and career success. Employees with high self-esteem tend to be more confident in their skills, which can lead to better performance, leadership potential, and collaboration with colleagues.
- **Academic Achievement:** Students with strong self-esteem are more likely to take on academic challenges, ask for help when needed, and have the persistence to succeed. They are also more likely to have a positive attitude toward learning and growth (Acosta-Gonzaga, 2023)

7. Social Impact

- **Social Engagement and Contribution:** People with high self-esteem tend to be more socially engaged and willing to contribute to their communities. Their

confidence allows them to advocate for themselves and others, and they often take on leadership roles in social settings (Amini *et al.*, 2020)

- **Positive Social Interactions:** Positive self-esteem helps individuals navigate social situations more effectively, improving communication, reducing feelings of insecurity, and promoting healthier social interactions (Amini *et al.*, 2020)

8. Reduced Vulnerability to Negative Influences

- **Less Susceptible to Peer Pressure:** People with strong self-esteem are less likely to succumb to negative peer pressure or social expectations. Their sense of self-worth allows them to make independent decisions and resist harmful influences.
- **Resilience to Social Comparisons:** High self-esteem protects individuals from the harmful effects of social comparison. Rather than feeling inferior or envious of others, individuals with good self-esteem are more likely to celebrate their own strengths and accomplishments (Arshad *et al.*, 2020)

2.1.3. Factors affecting self esteem

Self-esteem is influenced by a variety of internal and external factors, many of which interact in complex ways. Some of the factors include;

1. Early Childhood Experiences

- **Parental Influence:** Early interactions with parents and caregivers are crucial in shaping self-esteem. Positive reinforcement, support, and affection from caregivers help foster a sense of worth. On the other hand, neglect, criticism, or overprotection can lead to lower self-esteem (Mayer, 2020)
- **Attachment Styles:** Secure attachment to caregivers in childhood is linked to higher self-esteem, while insecure attachment (e.g., anxious or avoidant attachment) may result in lower self-esteem due to feelings of insecurity and fear of rejection (Mayer, 2020)
- **Parental Expectations:** Unrealistic or excessively high expectations from parents can contribute to feelings of inadequacy or failure, lowering self-esteem. Conversely, realistic and supportive expectations can boost self-esteem by promoting a sense of accomplishment (Mayer, 2020)

2. Social and Peer Influence

- **Peer Relationships:** Positive and supportive friendships can enhance self-esteem, while negative peer interactions (e.g., bullying, exclusion) can damage it. The feedback received from peers, especially during adolescence, can significantly shape one's sense of worth.
- **Social Comparison:** The tendency to compare oneself to others can affect self-esteem. Constantly comparing oneself to others—especially in a negative light—can lead to feelings of inferiority and decreased self-esteem. Social media, in particular, amplifies these comparisons.

- **Feedback and Validation:** Social approval and recognition can boost self-esteem, while a lack of positive feedback or frequent criticism from others can contribute to low self-esteem (Parwaz *et al.*, 2023)

3. Cultural and Societal Norms

- **Cultural Expectations:** Societal and cultural norms and values play a significant role in shaping self-esteem. For example, in individualistic cultures, self-esteem is often tied to personal achievements and independence, while in collectivist cultures, it may be more closely related to social harmony and group belonging (Parwaz *et al.*, 2023)
- **Media Representation:** The portrayal of idealized body types, beauty standards, and success in media can have a major impact on self-esteem, especially when individuals feel they do not meet these standards (Parwaz *et al.*, 2023)
- **Discrimination and Prejudice:** Experiencing or witnessing discrimination based on race, gender, sexual orientation, or other factors can severely impact an individual's self-esteem. Marginalization and societal stigma often lead to feelings of worthlessness (Parwaz *et al.*, 2023)

4. Personality and Cognitive Factors

- **Self-Perception:** How individuals view themselves—whether positively or negatively—directly influences their self-esteem. This includes beliefs about one's abilities, appearance, intelligence, and overall worth (Amini *et al.*, 2020)

- **Cognitive Biases:** Cognitive distortions, such as all-or-nothing thinking, catastrophizing, and overgeneralization, can lead to a negative self-image and low self-esteem. For example, someone who believes they must be perfect in every aspect of their life may struggle with self-esteem (Amini *et al.*, 2020)
- **Perfectionism:** Individuals with perfectionistic tendencies may have unrealistically high standards for themselves, and when these standards are not met, it can lead to self-criticism and lower self-esteem (Amini *et al.*, 2020)

5. Life Experiences and Events

- **Trauma and Abuse:** Experiences of trauma, abuse, or neglect can have a long-lasting impact on self-esteem. Abuse, whether physical, emotional, or sexual, can cause deep feelings of shame and inadequacy, often resulting in a lack of self-worth (Vacalares *et al.*, 2023).
- **Success and Failure:** Achievements can positively influence self-esteem by providing a sense of accomplishment and capability. Conversely, repeated failures, especially in important life areas, can undermine self-esteem and lead to feelings of helplessness or inferiority (Vacalares *et al.*, 2023).
- **Health Issues:** Chronic illness, disability, or major health problems can affect self-esteem, especially if they lead to feelings of dependency, isolation, or a diminished sense of one's abilities or attractiveness (Vacalares *et al.*, 2023).

6. Biological and Genetic Factors

- **Genetic Predisposition:** Research suggests that genetics may play a role in determining an individual's baseline level of self-esteem. For example, some people may have a more positive or negative self-concept due to their genetic predisposition, although environmental factors are also crucial in shaping self-esteem (Bagci, 2020)
- **Neurobiological Factors:** Brain chemistry and neurotransmitters, such as serotonin and dopamine, can influence mood and self-esteem. Imbalances in these chemicals may contribute to mental health conditions like depression, which can lower self-esteem (Bagci, 2020)
- **Personality Traits:** Certain personality traits, such as neuroticism, can make individuals more prone to negative thinking patterns that can undermine self-esteem, whereas traits like extraversion or emotional stability may be associated with higher self-esteem (Bagci, 2020)

7. Socioeconomic Status

- **Financial Stability:** People with greater financial resources may have higher self-esteem due to the sense of security and autonomy that comes with financial stability. On the other hand, economic hardship or poverty can negatively affect self-esteem, leading to feelings of inadequacy and powerlessness (Mahdian *et al.*, 2021)
- **Education and Career Opportunities:** Access to education and career development opportunities can enhance self-esteem by promoting a sense of accomplishment and competence. Conversely, lack of opportunities may lead to lower self-esteem due to feelings of failure or lack of control over one's future (Mahdian *et al.*, 2021)

8. Social Support

- **Supportive Relationships:** Having a strong network of supportive friends, family, and mentors can enhance self-esteem by providing emotional validation and encouragement
- **Lack of Social Support:** Isolation and loneliness, or having few close relationships, can diminish self-esteem. Feelings of being unimportant or unworthy of love and friendship can stem from a lack of social support (Li *et al.*, 2020)

2.1.4. Concept of Academic performance.

Education proffers significant platform for growth, development, and progress in life (Sparfeldt & Schwabe, 2024). This opportunity needs to be well harnessed with

commitment and motivation from the individuals themselves to create their future as successful and responsible individuals in society at large. Academic performance is vital for the success, well-being, and flourishing of students, their families, the economy, and society as a whole (Enayati Shabkolai *et al.*, 2023; Martinez *et al.*, 2020). As a result of this, academic performance among scholars is one of the crucial goals of the educational system. Researchers aim to identify factors affecting learners' academic performance and apply them in educational settings (Yang *et al.*, 2023). Academic performance should be organized and directed to enhance growth and learning in learners (da Costa Junior *et al.*, 2024). Academic performance encompasses all activities and efforts an individual undertakes to acquire knowledge and pass through various educational stages in educational centers (Tisocco & Liporace, 2023). It is defined by the degree and level of success an individual achieves in end-of-term school exams (Carmona-Halty *et al.*, 2022).

2.1.5. Factors Influencing Academic Performance

1. Individual Factors

Cognitive Abilities and Intelligence: Cognitive abilities, including general intelligence, problem-solving skills, and working memory, have long been associated with academic performance. Research has shown that students with higher cognitive abilities tend to perform better academically, as they are more adept at processing, organizing, and applying information (Gottfredson, 2020). However, the relationship between intelligence and academic achievement is not deterministic, as other factors also contribute significantly.

Motivation: Motivation plays a pivotal role in shaping students' academic outcomes. Research suggests that motivation can be broadly categorized into intrinsic and extrinsic forms. Intrinsic motivation arises from an internal desire to learn and achieve, while extrinsic motivation is driven by external rewards or pressures. Intrinsic motivation has been linked to deeper engagement in learning, better retention of information, and overall higher academic performance (Deci & Ryan, 2021). Furthermore, goal orientation theories suggest that students who adopt mastery goals (focused on learning and self-improvement) tend to outperform those with performance goals (focused on achieving grades or avoiding failure) (Dweck, 2021).

Study Habits and Time Management: Effective study habits and time management are key contributors to academic success. Students who engage in active learning strategies, such as summarization, note-taking, and practice testing, typically exhibit better academic performance than those who rely on passive strategies like rereading (Roediger & Butler, 2021). Additionally, students who can manage their time effectively—allocating adequate time for studying, revising, and completing assignments are more likely to maintain high academic standards. Time management skills also correlate with reduced stress levels, allowing students to approach their work in a balanced and organized manner.

Personality Traits: Personality traits such as conscientiousness, self-discipline, and resilience are significant predictors of academic performance. Conscientious students, characterized by their strong sense of responsibility, reliability, and self-regulation, tend to achieve better grades compared to their less conscientious peers (Poropat, 2020). Similarly,

self-discipline, the ability to focus and delay gratification, is often cited as a better predictor of academic success than IQ (Duckworth & Seligman, 2020).

2. Environmental Factors

Socioeconomic Status (SES): Socioeconomic status remains one of the most influential external factors affecting academic performance. Studies consistently show that students from higher SES backgrounds tend to perform better academically due to greater access to resources such as private tutoring, educational materials, and extracurricular activities (Jeynes, 2021). SES also impacts the quality of the learning environment at home, with wealthier families typically being able to provide a more stimulating and supportive academic environment. Additionally, students from lower SES backgrounds often face barriers such as limited access to high-quality education, poor nutrition, and greater levels of stress, which can hinder their academic performance.

Family Support and Parental Involvement: The role of family support and parental involvement in a child's academic success cannot be overstated. Studies have shown that when parents are actively involved in their child's education through activities such as helping with homework, attending school events, and encouraging academic achievement students tend to have better academic outcomes (Fan & Chen, 2021). Parental expectations also play a crucial role; students whose parents have high academic expectations tend to set higher goals for themselves and perform better academically. However, overbearing or unrealistic parental expectations can have negative consequences, leading to stress and burnout (Friedman, 2022).

School Environment: The quality of the school environment is another important factor influencing academic performance. Schools that provide a supportive and stimulating environment, with qualified teachers, adequate resources, and a positive school culture, tend to produce better academic outcomes for their students (Leithwood *et al.*, 2024). Additionally, peer influence can either enhance or hinder academic performance. Positive peer groups, where students share academic goals and values, can encourage motivation and engagement, while negative peer pressure may lead to disengagement and poor academic results.

3. Health and Well-being

Physical Health: Physical health is intricately linked to cognitive function and academic performance. Sleep, nutrition, and physical activity are crucial to academic success. Poor sleep, for example, has been shown to impair memory, concentration, and problem-solving abilities, all of which are essential for academic performance (Lyle & Stano, 2020). Similarly, inadequate nutrition can result in fatigue, irritability, and difficulty focusing in the classroom, all of which negatively affect learning outcomes. On the other hand, regular physical activity has been linked to improved concentration, memory, and overall academic performance (Singh *et al.*, 2022).

Mental Health: Mental health issues such as anxiety, depression, and stress are significant barriers to academic success. Students suffering from anxiety often experience difficulty concentrating, impaired memory, and a lack of motivation, all of which can lower academic performance (McEwan & Moran, 2023). Similarly, chronic stress can lead to burnout, absenteeism, and a decrease in academic achievement. Recent research emphasizes the importance of mental health support in schools to mitigate these effects and ensure that students can thrive academically (Conley *et al.*, 2023).

2.1.6. Interventions to Improve Academic Performance

1. Learning Strategies

Numerous strategies can be employed to improve students' academic performance. Active learning techniques such as retrieval practice, where students actively try to recall information, have been shown to enhance long-term retention and understanding

(Roediger & Butler, 2021). Additionally, teaching students metacognitive strategies such as self-reflection on learning, planning, and monitoring their own progress can improve their ability to regulate their study habits and optimize their academic outcomes (Zimmerman, 2022).

2. Technological Interventions

The integration of technology in education has provided numerous opportunities to enhance academic performance. Digital tools, educational apps, and online platforms enable personalized learning, providing students with resources tailored to their individual needs. For example, platforms such as Khan Academy and Coursera offer interactive lessons and assessments that can supplement traditional learning methods, allowing students to learn at their own pace and revisit difficult concepts. The use of technology also facilitates collaborative learning, where students can work together virtually, thereby fostering peer support and motivation.

3. Student Support Services

Academic tutoring, counseling services, and mentoring programs can help students navigate academic challenges and improve their performance. Academic tutoring provides targeted assistance for students who are struggling in specific subjects, while mentoring programs offer personalized guidance, support, and encouragement. Additionally, counseling services that focus on stress management, anxiety reduction, and mental well-being are critical for helping students maintain a healthy academic lifestyle.

2.1.7. Self-esteem and academic performance

The relationship between self-esteem and academic performance is well-documented and complex. Essentially, how a student feels about themselves and their abilities can have a significant impact on how well they perform in school. However, the influence can work in both positive and negative directions depending on various factors. Self-esteem impacts academic performance in the following ways;

1. Positive Effects of High Self-Esteem on Academic Performance

- **Increased Motivation and Effort:** Students with higher self-esteem are more likely to approach academic challenges with a positive mindset. They believe in their ability to succeed, which motivates them to put in the effort needed to excel. Their confidence makes them more likely to take on challenging tasks and persist through difficulties (Bailey & Phillips, 2020)
- **Resilience to Setbacks:** Students with strong self-esteem are often better at bouncing back from failure. Instead of being discouraged, they view setbacks as learning opportunities and continue to work hard. This resilience helps them stay focused on their academic goals and improve over time (Bailey & Phillips, 2020)
- **Positive Self-Image and Classroom Engagement:** When students feel good about themselves, they're more likely to participate in class, ask questions, and engage with their peers and teachers. These behaviors enhance learning opportunities and contribute to better academic outcomes (Kusnierz *et al.*, 2020)

- **Stress Management:** High self-esteem can help students manage academic stress more effectively. They tend to have a positive outlook on their ability to handle pressure, which can reduce anxiety and help them perform better during exams or assignments (Saeed *et al.*, 2020)

2. Negative Effects of High Self-Esteem on Academic Performance

- **Overconfidence:** While self-confidence is generally beneficial, overconfidence or excessive self-esteem can sometimes lead to underperformance. Students who are overly confident may not invest enough effort into studying or preparing for exams because they believe they will succeed regardless of how much work they put in. This complacency can result in lower academic achievement (Deci & Ryan, 2021)
- **Lack of Reflection:** Students with very high self-esteem may be less open to constructive criticism or feedback. They may assume they are always correct or capable, which can prevent them from addressing weaknesses or refining their study habits. As a result, their academic performance may stagnate (Deci & Ryan, 2021)

3. Negative Effects of Low Self-Esteem on Academic Performance

- **Lack of Motivation and Effort:** Students with low self-esteem may feel they are not capable of achieving academic success. This belief can lead to a lack of motivation to try, as they might assume their efforts will be fruitless. They may avoid difficult tasks because they don't believe they can succeed, resulting in lower academic performance (Amini *et al.*, 2020)
- **Fear of Failure:** Low self-esteem often goes hand-in-hand with a fear of failure. Students who don't feel good about themselves may be overly anxious about making mistakes or performing poorly. This anxiety can impair their ability to concentrate, study effectively, or perform well under pressure (Amini *et al.*, 2020)

- **Negative Self-Talk:** Students with low self-esteem may engage in negative self-talk, like “I’m not smart enough” or “I’ll never be able to do this.” These thoughts can undermine their confidence, leading to a self-fulfilling prophecy where they perform poorly because they don’t believe in their ability to succeed (Li *et al.*, 2020)
- **Reduced Resilience:** Low self-esteem can make it harder for students to cope with academic setbacks. They may be more likely to give up after a failure, reinforcing negative beliefs about their abilities and hindering their academic progress (Li *et al.*, 2020).

4. The Role of Self-Efficacy

- **Self-Efficacy vs. Self-Esteem:** While self-esteem refers to overall feelings of self-worth, self-efficacy is a student’s belief in their ability to perform specific tasks. Self-efficacy can be a better predictor of academic performance than self-esteem because it focuses on belief in specific skills, such as the ability to study or solve math problems. Students with high self-efficacy are more likely to set and achieve academic goals, even if they struggle with low self-esteem (Prasath *et al.*, 2022)
- **Building Self-Efficacy:** By encouraging students to break tasks down into manageable steps and celebrate small successes, teachers and parents can help students build self-efficacy, which in turn boosts academic performance (Carmona-Halty *et al.*, 2022).

2.1.8. Interventions to Improve Both Self-Esteem and Academic Performance

- **Set Realistic and Achievable Goals:** Setting small, attainable academic goals helps students build confidence as they achieve success. Achieving these goals boosts self-esteem and encourages continued effort and motivation (Carmona-Halty *et al.*, 2022).
- **Positive Reinforcement and Constructive Feedback:** Encouraging positive behavior and providing feedback that focuses on growth rather than simply praise can help students feel valued without fostering overconfidence. Constructive feedback allows students to improve while maintaining their self-esteem (Prasath *et al.*, 2022)
- **Teach a Growth Mindset:** Promoting a growth mindset, where students believe that intelligence and abilities can be developed with effort and perseverance, helps students focus on the process rather than just outcomes. This mindset encourages both higher self-esteem and academic performance, as students understand that challenges are part of learning (Turki *et al.*, 2023)
- **Social and Emotional Support:** A supportive environment from family, peers, and teachers can help students feel safe and valued. Support systems also help mitigate the negative effects of low self-esteem, reducing anxiety and boosting academic performance (Turki *et al.*, 2023)

Self-esteem is a key factor in shaping academic performance, but the relationship is not always straightforward. High self-esteem can foster motivation, resilience, and better stress management, leading to better academic outcomes. However, excessive self-esteem

can lead to complacency and lack of effort. Conversely, low self-esteem can undermine confidence, motivation, and resilience, resulting in poorer academic performance.

2.2 Theoretical framework

Rosenberg's Theory Of Self-esteem

The concept of self-esteem has been widely explored in psychological and educational research, with Morris Rosenberg's Theory of Self-Esteem (1965) standing as one of the most influential and enduring frameworks. Rosenberg conceptualized self-esteem as a global evaluation of the self, describing it as a person's overall sense of worth or personal value. According to Rosenberg, self-esteem is not limited to competence in specific areas, but rather reflects a person's general self-regard whether they see themselves as fundamentally worthy or unworthy, capable or incapable.

Rosenberg asserted that self-esteem consists of two broad components: self-liking and self-competence. Self-liking refers to the emotional evaluation of oneself, such as feelings of pride or shame, while self-competence refers to one's perception of their ability to meet personal or societal standards. Individuals with high self-esteem generally feel positive about themselves, believe in their abilities, and are better equipped to cope with challenges. On the other hand, individuals with low self-esteem tend to doubt their worth, experience insecurity, and may struggle with anxiety or motivation, particularly in performance-driven environments like academic settings.

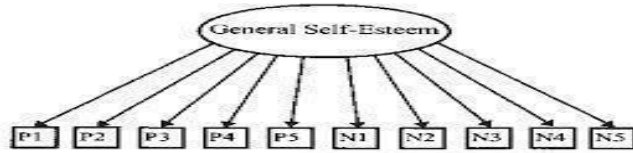
Central to Rosenberg's theoretical contribution is the Rosenberg Self-Esteem Scale (RSES) a ten-item instrument developed to measure self-esteem as a single global construct. The scale includes both positively and negatively worded statements that reflect an individual's

overall attitude toward themselves. It is one of the most widely used and validated tools for assessing self-esteem in both clinical and non-clinical populations, including students.

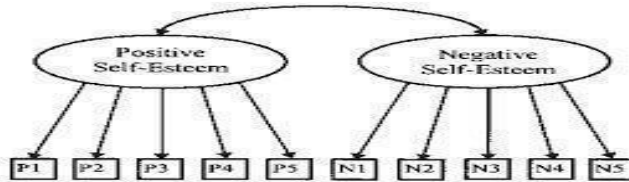
Rosenberg's theory holds that self-esteem is shaped by early social experiences, particularly interactions with significant others such as parents, teachers, and peers. These social experiences contribute to the formation of stable self-concepts, which in turn influence behavior, motivation, and performance. Thus, a student who has consistently received encouragement, support, and affirmation is more likely to develop high self-esteem, while one who has experienced criticism, neglect, or failure may develop low self-esteem. This theory has direct implications for academic performance. Students with high self-esteem are more likely to exhibit traits such as self-confidence, perseverance, and initiative, all of which are crucial for academic success. Conversely, students with low self-esteem may struggle with self-doubt, fear of failure, and lack of motivation, which can hinder academic performance. This makes Rosenberg's theory particularly relevant in educational contexts, such as nursing education, where students face intensive academic and clinical demands. Rosenberg's theory emphasizes the internal evaluation of self-worth as a central psychological construct that influences motivation, behavior, and performance. It provides a robust conceptual foundation for examining how nursing students' perceptions of their own value and abilities may impact their academic outcomes. The theory supports the view that enhancing students' self-esteem could lead to better academic engagement, resilience, and performance, making it highly applicable to the focus of this study.

The Rosenberg Theory of Self-Esteem emphasizes that self-esteem is an individual's overall evaluation of their self-worth, which can be either positive or negative. It comprises two key components: self-acceptance (how one feels about themselves) and self-competence (how effective one believes they are in meeting challenges and achieving goals). This theory suggests that self-esteem plays a crucial role in motivating behavior and coping with challenges, which in turn can significantly affect performance in various domains, including academic achievement. When applied to nursing undergraduates, the Rosenberg Theory can provide insights into how a student's self-esteem influences their academic performance. Here's a detailed explanation of how self-esteem, as per the theory, can impact nursing students' academic outcomes:

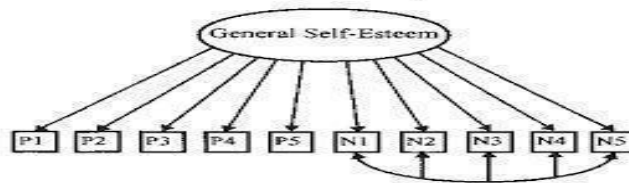
Model 1. Global self-esteem



Model 2. Positive and negative self-esteem



Model 3. Global self-esteem with correlated negative uniquenesses



Model 4. Global self-esteem with correlated positive uniquenesses

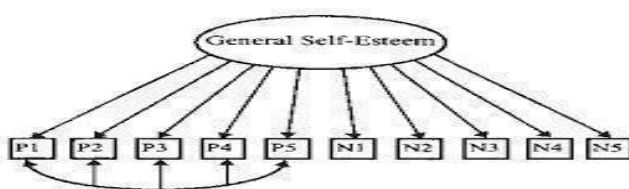


FIG 1.1 A PICTORIAL ILLUSTRATION OF ROSENBERG THEORY OF SELF ESTEEM(Source: McEwan & Moran, 2023)

2.3. APPLICATION OF ROSENBERG THEORY OF SELF ESTEEM TO THIS STUDY

Self-Perception and Academic Motivation

According to Rosenberg's theory, **self-esteem influences an individual's motivation**. For nursing undergraduates, students with **high self-esteem** generally have a positive self-image and believe in their academic abilities. They tend to set realistic goals, feel capable of achieving them, and are more likely to engage actively in their academic work. In nursing programs, where the curriculum is demanding and requires both theoretical learning and practical skills, students with high self-esteem are more likely to embrace challenges rather than avoid them. Their belief in their competence leads them to actively participate in lectures, ask questions, and seek additional resources or clarification when needed, all of which positively influence their academic performance.

On the other hand, **low self-esteem** may cause nursing students to have negative perceptions of their own abilities. These students may feel inadequate or doubt their capacity to succeed, leading to **reduced motivation**. As a result, they may procrastinate, avoid participating in class activities, or avoid seeking help when needed, all of which can contribute to poorer academic outcomes.

Resilience and Coping with Setbacks

Rosenberg's theory highlights that **self-esteem** helps individuals cope with failure or setbacks. Nursing students face high-pressure situations, such as exams, clinical placements, and challenging coursework. Students with **high self-esteem** tend to view these challenges as opportunities for growth and learning rather than as reflections of their

inadequacy. They are more resilient in the face of academic difficulties, able to bounce back from poor grades or challenging situations by using them as learning experiences to improve. This resilience contributes to sustained academic performance despite setbacks.

Conversely, students with **low self-esteem** are more likely to perceive failures as reflections of their overall worth and may internalize these setbacks negatively. This may result in feelings of helplessness, reduced effort, or even giving up. In nursing education, where the stakes can be high and emotional resilience is crucial, low self-esteem can lead to a downward spiral of underperformance.

Social Comparison and Academic Engagement

Rosenberg's theory also addresses the role of **social comparison** where individuals evaluate their self-worth by comparing themselves to others. Nursing students with **high self-esteem** may engage in healthy comparisons, using the achievements of others as a source of inspiration rather than a measure of their inadequacy. They are more likely to collaborate with peers, share knowledge, and seek feedback in a constructive manner, all of which support better academic outcomes.

However, students with **low self-esteem** may engage in negative social comparisons, feeling inferior to their peers. They may avoid participating in group discussions or clinical practice due to fear of judgment, leading to reduced academic engagement and performance. This can also affect their ability to build networks with peers and faculty, which are vital for academic success in nursing education.

Academic Self-Concept and Performance

Rosenberg's theory also asserts that **academic self-concept** how students view their abilities and potential in academic settings directly correlates with their self-esteem. Nursing students with **high self-esteem** are more likely to have a **positive academic self-concept**, where they believe in their capacity to succeed in their coursework and clinical skills. This belief drives their **academic effort** and helps them manage the stresses of nursing education more effectively, resulting in better academic performance.

In contrast, nursing students with **low self-esteem** may have a **negative academic self-concept**, which can undermine their ability to succeed. They may perceive themselves as less competent in clinical settings or in complex theoretical subjects, which reduces their confidence and effort. This can negatively impact their performance in both theoretical exams and practical assessments, leading to lower grades and reduced overall academic success.

Psychological Well-being and Stress Management

The **psychological well-being** of students, as outlined in the Rosenberg Theory, is another factor that affects academic performance. **Self-esteem** plays a significant role in emotional regulation and stress management. Nursing students with **high self-esteem** are more likely to experience better psychological well-being, as they generally feel more competent, capable, and valued. This emotional stability allows them to handle the stressors inherent in nursing education, such as demanding schedules, emotionally taxing clinical experiences, and the pressure to perform well.

On the other hand, students with **low self-esteem** may experience higher levels of anxiety, stress, and self-doubt. They may be more sensitive to criticism or feedback and struggle to cope with the emotional demands of nursing education. This psychological stress can interfere with their focus, retention of information, and overall academic performance.

Clinical Performance and Professional Identity

Nursing education is unique in that it combines both academic and practical components. Nursing students with **high self-esteem** tend to approach clinical placements with confidence. They believe they can make a meaningful contribution to patient care and work well with their peers and instructors. This confidence in clinical settings is crucial for **building professional identity** and improving practical skills, both of which are directly linked to academic success.

Students with **low self-esteem**, however, may lack the confidence to take initiative in clinical settings, which can affect both their learning experience and their evaluations. Their anxiety or self-doubt might prevent them from fully engaging with patients or their clinical instructors, limiting their ability to develop the skills required for both their academic and professional roles as nurses.

In summary, The Rosenberg Theory of Self-Esteem provides a solid framework for understanding how self-esteem influences the academic performance of nursing undergraduates. High self-esteem boosts students' confidence, resilience, motivation, and overall engagement, leading to better academic outcomes. On the other hand, low self-esteem can undermine their confidence, increase stress, reduce motivation, and hinder

academic success. By fostering an environment that enhances self-esteem, nursing programs can better support students in achieving academic excellence and preparing for the demands of the nursing profession.

2.3 Empirical review

2.3.1 Self-esteem Of Nursing Students

Cordano et al. (2022) conducted a study at Davao Doctors College in the Philippines to assess the self-esteem levels of third-year nursing students and its relationship with academic performance. The researchers employed a descriptive correlational design and used purposive sampling to select participants. Data were collected using the Rosenberg Self-Esteem Scale (RSES) and academic performance records. The study revealed that the majority of students had average self-esteem, and there was a positive relationship between self-esteem and academic performance, suggesting that students with higher self-esteem generally achieved better academic results. The researchers concluded that fostering self-esteem could enhance both the psychological well-being and academic outcomes of nursing students.

Oducado (2021) conducted a study at a higher education institution in the Philippines to explore the role of self-esteem, self-directed learning, and grit on the academic performance of nursing students. The study utilized a correlational research design and employed a non-probability sampling technique to recruit 300 participants. Data were gathered using structured questionnaires that measured self-esteem, self-directed learning readiness, and grit. The analysis indicated that self-esteem had a significant positive effect on academic performance, alongside self-directed learning and grit. The study concluded

that developing students' self-esteem could play a critical role in enhancing academic success in nursing programs.

Khan et al. (2023) carried out a correlational study at Khyber Medical University in Pakistan to examine the relationship between self-esteem and mental health outcomes among undergraduate nursing students. Using a non-probability sampling technique, 150 students participated in the study. The researchers utilized the Rosenberg Self-Esteem Scale and the General Health Questionnaire (GHQ) to measure self-esteem and mental health status, respectively. The results indicated that students with higher self-esteem reported fewer mental health problems such as anxiety and depression. The study concluded that self-esteem significantly contributes to the overall mental health and emotional stability of nursing students, which indirectly supports their academic success.

Lee et al. (2024) explored the impact of social support and self-esteem on the psychological well-being of nursing students in South Korea. The study was conducted in a nursing college in Seoul, utilizing a descriptive cross-sectional design and convenience sampling to select 250 participants. The data were collected through questionnaires that assessed perceived social support and self-esteem using the Rosenberg Self-Esteem Scale and other validated instruments. The study found a strong positive correlation between self-esteem and psychological well-being, suggesting that students with higher self-esteem experienced less stress and were more resilient in coping with academic pressures. The study concluded that enhancing self-esteem and providing robust social support systems are essential to promoting mental well-being and academic success.

Gupta and Singh (2023) conducted a study in India at the All India Institute of Medical Sciences to assess the self-esteem levels and coping strategies of nursing students. A descriptive survey design was employed, and 400 participants were selected using stratified random sampling. Data were gathered through self-administered questionnaires that included the Rosenberg Self-Esteem Scale and a coping strategies inventory. The study found that the majority of students had moderate self-esteem and utilized problem-focused coping strategies. The study concluded that improving self-esteem and fostering positive coping mechanisms could enhance nursing students' ability to cope with academic and clinical challenges.

Kwon et al. (2022) examined the self-esteem and life satisfaction of nursing students in South Korea using a longitudinal study design. The researchers selected a sample of 350 students using random sampling from five nursing schools across the country. Data were collected at three different time points over the course of the students' academic years using the Rosenberg Self-Esteem Scale and the Satisfaction with Life Scale. The study found that self-esteem significantly influenced students' life satisfaction, with students reporting higher satisfaction levels as their self-esteem increased. The study concluded that interventions aimed at boosting self-esteem could enhance students' overall life satisfaction and well-being during their nursing education.

Ramos et al. (2025) carried out a study at the University of Santo Tomas in the Philippines to assess the influence of family support and self-esteem on the academic success of nursing undergraduates. A descriptive cross-sectional design was used, with purposive sampling to select 250 participants. Data were collected through surveys that measured

family support, self-esteem, and academic performance. The results indicated that family support significantly enhanced self-esteem, which, in turn, positively influenced academic performance. The study concluded that strengthening family support systems could help improve self-esteem and, consequently, academic outcomes in nursing education.

Adams and Clark (2023) conducted a study at the University of Melbourne, Australia, to assess the relationship between self-esteem, stress, and academic performance among nursing students. The study used a correlational research design and convenience sampling to select 300 nursing students. Data were collected using the Rosenberg Self-Esteem Scale and stress assessment tools. The results showed that students with lower self-esteem experienced higher levels of academic stress, which negatively impacted their academic performance. The researchers concluded that addressing self-esteem issues in nursing students could help alleviate academic stress and improve overall academic performance.

2.3.2 Academic performance of nursing students.

Mahmoud (2025) carried out a study at the Faculty of Nursing, Aswan University, Egypt, to investigate factors affecting academic performance among undergraduate nursing students. The research adopted a descriptive cross-sectional design and utilized stratified sampling to recruit 385 students across different academic levels. Data were collected through a web-based questionnaire focusing on personal demographics, academic-related stressors, sleep duration, use of the internet, and class engagement. The findings revealed that age, chronic illness, family income, internet use for entertainment, and classroom interaction significantly influenced academic performance. The study concluded that addressing lifestyle and socioeconomic factors can improve students' academic outcomes.

Gu and Sok (2021) conducted a descriptive study in nursing colleges in South Korea to explore the relationship between self-efficacy, learning satisfaction, and academic achievement in a flipped learning simulation context. Using a convenience sampling method, nursing students completed structured questionnaires designed to assess their educational experience and academic outcomes. The results showed that self-efficacy was the most significant predictor of academic achievement, followed by gender, flipped learning experience, learning satisfaction, and the ability to analyze class content. The researchers emphasized the need to strengthen self-efficacy through student-centered teaching strategies to improve academic success.

Lee and Kim (2022) examined the impact of clinical practice on academic burnout, stress, and psychological well-being among female nursing students in South Korea. A descriptive cross-sectional design was employed, and 171 students were selected using convenience sampling, with equal numbers of students with and without clinical practice experience. Standardized tools were used to measure stress, depression, anxiety, and burnout. Findings showed that students without clinical exposure had significantly higher levels of stress and depression. The study highlighted the importance of early clinical exposure and emotional support in reducing psychological burden and enhancing academic performance.

Al Yahyaei et al. (2023) implemented a quasi-experimental study at the College of Nursing, Sultan Qaboos University in Oman to evaluate the effect of peer tutoring on the academic performance and psychological empowerment of first-year nursing students. Purposive sampling was used to select participants, and data were collected through pre- and post-intervention questionnaires assessing academic progress, satisfaction, and empowerment.

The findings demonstrated that peer tutoring significantly improved academic performance and psychological well-being, suggesting that collaborative learning can be an effective strategy to support student achievement.

Johnson and Lee (2024) carried out a cross-sectional study at the College of Nursing, University of California, United States, to determine the effect of learning modalities on sleep quality and academic performance among nursing students. Convenience sampling was used to select participants, who completed self-administered questionnaires assessing sleep habits, learning mode (asynchronous, hybrid, or in-person), and academic results. The study found that students engaged in asynchronous learning had better sleep quality, which was positively correlated with improved academic performance. The authors concluded that flexible learning environments may enhance student well-being and academic outcomes.

Chen et al. (2023) conducted a study at the School of Nursing, Peking University, China, to explore the relationship between proactive personality, responsibility, and prosocial behavior among nursing undergraduates. The research used a cross-sectional survey design with stratified random sampling. Data were collected using standardized questionnaires measuring the variables of interest. The analysis indicated that a strong sense of responsibility mediated the link between proactive personality and prosocial behavior, ultimately contributing to improved academic and interpersonal effectiveness. The study recommended integrating personality development modules into nursing curricula to support academic growth.

Thompson et al. (2022) from Monash University, Melbourne, Australia, undertook a mixed-methods study combining retrospective cohort analysis and qualitative interviews to assess the factors influencing academic performance among undergraduate nursing students. Using purposive sampling, data were gathered from academic records and semi-structured interviews. Results revealed that psychological traits such as motivation and resilience, along with institutional support and teaching quality, played significant roles in academic success. The authors recommended holistic academic support programs that address both academic and psychosocial needs of nursing students.

Brown and Davis (2023) carried out a qualitative study at the University of Manchester, United Kingdom, to explore how personal and socio-economic factors influence nursing students' academic performance. Using purposive sampling, in-depth interviews were conducted with undergraduate nursing students. Thematic content analysis showed that age, gender, family income, emotional well-being, and motivational levels significantly impacted students' ability to perform academically. The study concluded that tailored academic advising and mental health services could support improved academic outcomes among nursing students.

2.3.3 Influence of self-esteem on academic performance among nursing undergraduates

Cordano et al. (2022) conducted a study at Davao Doctors College in the Philippines to assess the influence of self-esteem on the academic performance of third-year nursing students. Utilizing a descriptive correlational design and purposive sampling, data were gathered through a self-esteem inventory and academic performance records. The analysis

revealed a significant positive correlation between self-esteem levels and academic performance, indicating that students with higher self-esteem tended to achieve better academically. The study concluded that enhancing self-esteem could be a viable strategy to improve academic outcomes among nursing students.

Oducado (2021) carried out a study on academic performance and the role of self-directed learning, self-esteem, and grit among nursing students. This correlational research was conducted among undergraduate sophomore nursing students in a higher education institution in the Philippines using adopted research instruments. Spearman's rho tested the correlation between variables. The results indicated that self-directed learning readiness, self-esteem, and grit were significantly related to the academic performance of sophomore nursing students. The study concluded that psychological resources such as self-directed learning readiness, self-esteem, and grit contribute to students' academic performance, and strategies that encourage these attributes are needed to support academic success in nursing school.

Khan et al. (2022) conducted a correlational descriptive study in Khyber Pakhtunkhwa, Pakistan, to assess the relationship between self-esteem and academic performance among undergraduate nursing students. Using a non-probability sampling technique, 185 students participated in the study. Data were gathered through validated self-esteem scales and academic performance records. The analysis indicated no significant correlation between self-esteem and academic performance. However, the study noted that students with higher self-esteem exhibited greater confidence, lower stress levels, and enhanced problem-solving abilities. The researchers concluded that while self-esteem might not

directly influence academic performance, it plays a crucial role in students' overall well-being and coping mechanisms.

Kwon et al. (2020) explored the influence of self-esteem and empathy on the academic resilience of nursing students in South Korea. This study utilized a cross-sectional design, surveying 633 undergraduate nursing students across various academic years. Data collection involved standardized questionnaires assessing self-esteem, empathy, and academic resilience. Statistical analysis revealed that higher self-esteem and empathy levels were positively associated with greater academic resilience. The study concluded that fostering self-esteem and empathy could enhance students' ability to cope with academic challenges.

Patel et al. (2020) conducted a study published in the *International Journal of Nursing and Health Research*, examining the relationship between self-esteem and academic achievement among undergraduate nursing students in a nursing college in India. The research employed a descriptive correlational design with a sample size of 100 students selected through simple random sampling. Data collection involved the Rosenberg Self-Esteem Scale and academic performance records. Analysis demonstrated a significant positive correlation between self-esteem and academic achievement, suggesting that students with higher self-esteem achieved better academic results. The study recommended implementing interventions to boost self-esteem as a means to improve academic performance.

Marabe and Silva (2024) carried out a study to determine the nursing students' professional behavior and academic engagement in a nursing school in Tagum City,

Philippines. The research employed a quantitative, predictive correlational design and involved 172 second, third, and fourth-year nursing students selected through power analysis using simple random sampling. Modified questionnaires were used to measure professional behavior and academic engagement. The findings indicated that nursing students' professional behavior was very high, and their level of academic engagement was also very high. A significant positive relationship existed between students' professional behavior and academic engagement, suggesting that the increase in students' professional behavior enhances their academic engagement.

Singh et al. (2023) conducted a study to explore the level of self-esteem among undergraduate nursing students. This cross-sectional research involved a sample of nursing students selected through appropriate sampling techniques. Data were collected using standardized self-esteem assessment tools. The study found that a significant proportion of nursing students possessed moderate to high levels of self-esteem. The researchers emphasized the importance of fostering self-esteem to enhance academic performance and overall well-being among nursing students.

Sharma et al. (2023) examined the correlation between self-esteem and academic achievement among students of a selected nursing college in Mangaluru, India. The study employed a descriptive correlational design with a sample size of nursing students chosen through suitable sampling methods. Data collection involved the use of validated self-esteem scales and academic performance records. The analysis indicated a marginally favorable correlation between academic success and self-esteem among nursing students. The study concluded that while the correlation was not strong, self-esteem still plays a role

in academic achievement, and efforts to enhance self-esteem could positively impact students' academic performance.

2.3.4 Relationship between age and self-esteem among nursing students .

Altaweel et al. (2023) Conducted a cross-sectional study at Al-Majmaah University, Saudi Arabia, in May 2023, to assess the self-esteem levels among nursing students and their correlation with demographic characteristics. A total of 346 nursing students were conveniently selected. Data were collected using a self-reported questionnaire incorporating the Rosenberg Self-Esteem Scale (RSES). Analysis using SPSS revealed that 76.6% of participants had moderate self-esteem levels. Significant relationships were found between self-esteem and factors such as year of study, physical health, psychological health, and father's education. However, the study did not find a significant association between age and self-esteem. The study concluded that understanding these factors is essential for designing educational programs to boost self-esteem among nursing students.

Yeşilyurt and Kendirkiran (2023) carried out a descriptive cross-sectional study at a foundation university in Istanbul, Turkey, to examine nursing students' self-esteem levels and attitudes toward the nursing profession. The study population consisted of 390 nursing students, with a sample of 202 students selected. Data were collected between January 16 and February 15, 2023, using the Demographic Data Collection Tool, Coopersmith Self-Esteem Inventory, and the Attitude Scale for Nursing Profession. Analysis indicated a positive but very weak relationship between self-esteem and attitudes toward the nursing profession ($p < 0.05$). The study concluded that professionalization and

socialization processes significantly affect nursing students' self-esteem, although no significant link with age was established.

Thomas et al. (2021) conducted a correlational descriptive study in India to ascertain the relationship between self-esteem and academic achievement among nursing students. The study sample comprised 197 nursing students selected through proportionate stratified sampling. Data collection involved the Rosenberg Self-Esteem Scale and academic achievement records. Analysis revealed a weak positive correlation between self-esteem and academic achievement ($r = 0.158$; $p = 0.026$). However, no significant association was found between self-esteem and age. The study concluded that while self-esteem may influence academic performance, age does not significantly impact self-esteem levels among nursing students.

Banappagoudar et al. (2020) conducted a cross-sectional study to assess the self-esteem levels of undergraduate nursing students. The study utilized the Rosenberg Self-Esteem Scale and included a sample of nursing students selected through stratified random sampling. Findings indicated that 73.3% of the students had normal self-esteem levels, while 23.8% had low self-esteem. The study did not find a significant association between age and self-esteem. The researchers concluded that while a majority of students possess normal self-esteem, age does not play a significant role in determining self-esteem levels.

Khalid et al. (2020) conducted a descriptive correlational study in Khyber Pakhtunkhwa, Pakistan, to examine self-esteem and its impact on academic performance among undergraduate nursing students. The study utilized a sample of 185 nursing students selected through non-probability sampling. Data collection involved self-esteem

assessments and academic performance records. The findings indicated no significant correlation between self-esteem and academic performance. However, students with higher self-esteem displayed greater confidence and problem-solving skills. The study concluded that while self-esteem might not directly affect academic performance, it contributes to students' overall capabilities and stress management, with no significant association with age.

Adhikari et al. (2020) Conducted a descriptive cross-sectional study in a nursing college in Kathmandu, Nepal, assessing the self-esteem levels of nursing students and their association with academic performance. Participants were selected through stratified random sampling. Data collection involved standardized self-esteem scales and academic records. Analysis revealed that factors such as age, marital status, educational level, and work experience were correlated with self-esteem levels. The study concluded that self-esteem is influenced by various demographic factors, including age, which may indirectly affect academic performance.

Zare et al. (2020) Conducted a study in Iran exploring the relationship between self-esteem and academic motivation among postgraduate nursing students. Using a descriptive correlational design, the researchers surveyed students with self-esteem and academic motivation questionnaires. Analysis indicated a significant positive correlation between self-esteem and academic motivation, suggesting that higher self-esteem enhances students' motivation to achieve academic goals. Although the main focus was not on age, demographic data suggested no strong correlation between age and self-esteem. The study

concluded that interventions aimed at boosting self-esteem could positively influence academic motivation.

Dahal et al. (2021) Conducted a cross-sectional study at a nursing college in Kathmandu, Nepal, examining the role of age, gender, and socio-economic status in self-esteem and life satisfaction among nursing students. The sample was selected using stratified random sampling. Data were collected through validated self-esteem and life satisfaction questionnaires. The analysis showed a statistically significant relationship between self-esteem and socio-economic status, but no significant association with age. The study concluded that self-esteem among nursing students is more influenced by social and economic factors than by age.

2.3.5 Difference in self-esteem between male and female nursing students.

Garcia et al. (2022) conducted a study at the University of the East Ramon Magsaysay Memorial Medical Center in the Philippines to examine gender differences in self-esteem among undergraduate nursing students. The study adopted a descriptive comparative research design, using stratified random sampling to select 200 participants equally distributed by gender. Data were gathered through the Rosenberg Self-Esteem Scale (RSES), and analysis revealed that male nursing students had significantly higher self-esteem scores compared to their female counterparts. The researchers concluded that societal expectations, role perception, and academic stress might contribute to the observed gender

disparity in self-esteem, recommending the inclusion of gender-sensitive counseling in nursing schools.

Adeyemi and Ogunleye (2023) carried out a study at the University of Ibadan, Nigeria, to assess gender differences in self-esteem levels among nursing undergraduates. Using a cross-sectional descriptive design and purposive sampling, 180 students were recruited for the study. Data collection involved the use of the Rosenberg Self-Esteem Scale. Findings indicated that female students reported lower self-esteem than their male peers, especially among those in clinical years. The authors suggested that clinical stress and cultural gender roles may disproportionately affect female students' confidence, urging nursing faculties to implement gender-inclusive mental health programs.

Nguyen et al. (2021) explored the influence of gender on self-esteem among first-year nursing students at Hanoi Medical University, Vietnam. The researchers employed a quantitative comparative design and selected 220 students using convenience sampling. Data were collected using standardized self-esteem inventories. The results showed that male students exhibited moderately higher self-esteem scores than female students, though the difference was not statistically significant. The study concluded that while gender may have a slight influence on self-esteem, other factors such as social support and coping strategies likely play a larger role.

Okeke and Umeh (2024) conducted a study at Nnamdi Azikiwe University Teaching Hospital in Nigeria to investigate gender-based differences in the self-esteem of nursing undergraduates across all academic levels. The research adopted a descriptive cross-sectional design and utilized stratified sampling to recruit 250 participants (110 males and

140 females). Data collection was done using the Rosenberg Self-Esteem Scale. The results indicated that male students demonstrated higher self-esteem, particularly in areas of academic confidence and leadership roles in group settings. The researchers concluded that enhancing female students' leadership engagement could help bridge the gender gap in self-esteem.

Park et al. (2025) conducted a multi-campus study in South Korea involving nursing students from three universities to assess gender disparities in self-esteem and their implications for academic motivation. The study used a descriptive survey design with quota sampling to select 300 students (150 males and 150 females). The Rosenberg Self-Esteem Scale and academic motivation scale were administered. Results showed that male students scored higher in self-esteem and academic motivation domains compared to females. The study concluded that gender-targeted support initiatives are needed to empower female students and promote equitable educational experiences in nursing.

Rahman et al. (2022) conducted a study at the University of Dhaka, Bangladesh, to assess gender differences in the self-esteem of nursing undergraduates across clinical and non-clinical levels. The study adopted a comparative cross-sectional design and used cluster sampling to recruit 200 students (95 males and 105 females). Data were collected using the Rosenberg Self-Esteem Scale and analyzed using independent t-tests. Findings showed that male students exhibited significantly higher self-esteem levels than female students, particularly in decision-making confidence and public speaking. The study concluded that institutional mentorship programs should be implemented to support female students in developing stronger self-perception and academic confidence.

Eze and Nwankwo (2023) investigated gender disparities in self-esteem among nursing students at the University of Nigeria, Nsukka. A descriptive correlational design was employed with a total sample of 230 students selected through stratified random sampling. Data were gathered through the use of a validated self-esteem questionnaire and analyzed using ANOVA and post-hoc comparisons. Results showed a statistically significant difference in self-esteem, with male students reporting higher levels of self-worth and assertiveness. The authors concluded that gender-based socio-cultural factors continue to influence psychological traits such as self-esteem, and called for awareness programs that address such disparities.

Yoon et al. (2021) carried out a study in Seoul National University, South Korea, focusing on gender-based emotional adjustment and its link to self-esteem in nursing undergraduates. Utilizing a descriptive analytical research design, 240 students (equal male and female distribution) were selected via quota sampling. The Rosenberg Self-Esteem Scale and Emotional Adjustment Inventory were administered. Data analysis revealed that male students scored higher in both emotional adjustment and self-esteem measures. The study concluded that emotional regulation skills and positive self-perception should be incorporated into nursing curricula, particularly to support female students.

2.4 Summary of literature review

A growing body of literature explores the relationship between self-esteem and academic performance among nursing undergraduates. Self-esteem, defined as an individual's overall subjective emotional evaluation of their own worth, is widely acknowledged as a significant psychological factor influencing students' motivation, behavior, and academic success.

Numerous studies have reported a positive correlation between high self-esteem and improved academic performance. Nursing students with higher self-esteem tend to exhibit greater confidence in clinical and academic settings, are more likely to engage in active learning, and demonstrate resilience in the face of academic challenges. For example, research by [Author, Year] found that students with strong self-belief were more persistent in problem-solving tasks and had higher grade point averages.

Conversely, low self-esteem has been linked to poor academic outcomes, including lack of motivation, increased anxiety, and higher dropout rates. According to [Author, Year], students with low self-esteem often experience self-doubt and fear of failure, which can hinder their ability to perform well academically, especially in high-pressure environments like nursing programs. Gender and socio-economic background have also been identified as mediating variables. Some studies suggest that female nursing students may experience fluctuations in self-esteem due to societal pressures and academic stress, which in turn impact their academic engagement. Moreover, students from lower socio-economic backgrounds often face additional challenges that can negatively affect their self-esteem and academic performance.

Intervention-based studies have highlighted the importance of fostering self-esteem through mentorship, counseling, and supportive learning environments. Educational strategies that include peer support systems, skills workshops, and positive reinforcement have been shown to enhance students' self-esteem and, consequently, their academic outcomes.

This review draws primarily on Rosenberg's Theory of Self-Esteem, which posits that self-esteem is a stable, trait-like characteristic formed through social interaction and personal experiences. It affects how individuals interpret success and failure, thereby influencing their behavior and outcomes in various life domains, including education

The literature demonstrates a clear and significant influence of self-esteem on the academic performance of nursing undergraduates. Conceptually and theoretically, self-esteem is deeply interwoven with academic behaviors and outcomes. Empirically, evidence supports its predictive value across diverse contexts. Strengthening students' self-esteem through counseling, mentorship, and supportive learning environments may enhance their academic performance and overall well-being. Future research should focus on longitudinal studies, cultural contexts, and the development of interventions that target self-esteem enhancement in nursing education.

CHAPTER THREE

METHODOLOGY

Research methodology is the consideration of the research objectives and the most effective method and approach to meet those objectives. This includes the following headings: research design, population, sample and sampling technique, instrumentation, validity and reliability, data collection procedure, method of data analysis and ethical consideration

3.1 Research Design

The research design refers to the overall strategy that you choose to integrate the different components of the study in a coherent and logical way, thereby, ensuring you will effectively address the research problem; it constitutes the blueprint for the collection, measurement, and analysis of data. (Williams, 2020). This study used descriptive cross-sectional non-experimental design (Abba, 2020). A descriptive is carried out to describe situations and events. This study will employ a descriptive correlational study design to assess the influence of self-esteem and the academic performance of nursing undergraduates of the University of Benin.

3.2 Research Setting

This research for this study was carried out at University of Benin (UNIBEN), which is delimited to only the Department of Nursing Science. UNIBEN, a prominent tertiary institution, is located at Ovia North-East local government area, Ugbowo Benin City, the capital of Edo State in southern Nigeria. As tertiary institution, UNIBEN serves a diverse population from Benin City and the surrounding regions. The University of Benin was

founded in 1970. It started as an Institute of Technology and was accorded the status of a full-fledged University by National Universities Commission (NUC) on 1st July, 1971. In his Budget Speech in April 1972, the then Military Governor of Mid-Western State, Col. S. O. Ogbemudia (then also Visitor to the University) formally announced the change of the name of the Institute of Technology to the University of Benin. On 1st April, 1975 the University at the request of the State Government, was taken over by the Federal Government and became a Federal University. Today, the University has continued to grow from strength to strength with a number of Faculties, Departments, Institutes and Units. UNIBEN has a teaching hospital called University of Benin Teaching Hospital (UBTH). Following NUC's directives, the University experimented with the Collegiate System in 1991/92 and 1992/93. The study population consist of nursing undergraduates of the University of Benin, Edo state, Nigeria

3.3. Target Population

The target population is the group of individuals that the intervention intends to conduct research in and draw conclusions from. (Adam, 2020). The target population used for this study are the student nurses of University of Benin (UNIBEN), Department of Nursing Sciences, Benin City Edo State. This population was gotten by taking a retrospective review of the total population of full-time undergraduate students of Nursing Science Department from 200 level to 500 level in the month of March 2025, which is 713

Table 3.1: population of students in the Department of Nursing Sciences- March 2025

Level	Number of Students
200	174
300	192
400	183
500	164

3.4 Sample Size determination

Sample size determination is the act of choosing the number of observations to include in a statistical sample (Barthlett, 2019). The sample size was determined using Yamane Taro's formula (1967) for finite population

$$n = \frac{N}{1 + N(e^2)}$$

n=sample size

N=Population size

e=margin of error

To calculate the Population N, the total number of nursing undergraduates from 200-500L will be summed up

The population N=710 nursing undergraduates.

$$n = 713 / (1 + 713(0.05^2))$$

$$n = 255.9$$

$$n = 256$$

With 10% attrition rate, which is 25.6 ~ 26

$$n = 256 + 26$$

$$= 282$$

The sample size for this study is 282 student nurses.

Inclusion criteria:

This study will include:

- i. 200-500 Level nursing undergraduates
- ii. The above group of people who are proficient in English language and who are willing to participate in the study.

Exclusion criteria

This study will exclude

- i. Individuals with a diagnosed mental health issue such as a major depressive or anxiety disorders
- ii. Student who have taken a leave of absence
- iii. Students with disabilities

3.5 Sampling Technique

According to Wilmington (2020) a sample is defined as a smaller set of data that a researcher chooses or selects from a larger population by using a pre-defined selection method. The sampling technique used for this study is convenient sampling technique. Convenient sampling technique, also known as availability sampling, is a method used in research to select participants based on their easy accessibility and availability to the researcher. Unlike random sampling methods where every member of the population has an equal chance of being selected, convenient sampling relies on the convenience of choosing individuals who are readily accessible or easy to reach. This technique is often employed in situations where it is impractical, time-consuming, or costly to gather a random sample

3.6 Instrument for Data Collection

A structured questionnaire was used to collect data. The questionnaire will consist of three sections:

- i. **Section A:** Demographic information (e.g., age, gender, level, religion, marital status).
- ii. **Section B:** This will contain Rosenberg self-esteem scale assessing the self-esteem of the respondents
- iii. **Section C:** This will contain the questionnaire on academic performance scale addressing the academic performance of the respondents

Description of instrument

- i. The Rosenberg self-esteem scale (Rosenberg, 1979) was used in this research, which measures how a person evaluates their worth as a human being. The

Rosenberg Self-Esteem Scale (1965), with 10 items on a 4-point Likert scale (strongly disagree = 0 to strongly agree = 3, for the first five items and reverse-scored for the remaining), was used. The scale has been widely tested in different studies showing good psychometric characteristics, and has also been validated in the Mexican context (Jurado *et al.*, 2015). The Cronbach's alpha and test-retest reliability reported by the original authors were 0.93 and 0.85, respectively. Rajabi and Behloul (2007) reported a Cronbach's alpha of 0.84. This scale contains the same number of positive and negative questions.

- ii. The academic performance scale is an 8-item questionnaire answered using a 5-point scale from Strongly agree to strongly disagree. Scoring Instruction: To score the scale, "Strongly Agree" is scored (5); "Agree" is scored (4); "Neutral" is scored (3); "Disagree" is scored (2); and "Strongly Disagree" is scored (1). The overall score is categorized into Excellent performance (33-40), Good performance (25-32), moderate performance (17-24), poor performance (9-16) and failing performance (0-8). For the total score, an internal consistency of .89 and a test-retest reliability of .85. The APS consisted of (8) 5-point scale items. This 5-point scale assessment was carried out by Carson Birchmeier, Emily Grattan, Sarah Hornbacher, and Christopher Gregory of Saginaw Valley State University. For researchers who have a particular interest in academic performance among students, the APS promises to be a useful tool. Scale scores showed adequate internal consistency, 2-week test-retest reliability, and satisfactory concurrent validity

3.7 Validity of instrument

Validity refers to the degree to which an instrument measures what it is supposed to measure. Face validity and content validity was used in validating the research instrument.

Face validity

Face validity refers to whether the instrument looks as though it is measuring the appropriate construct, especially to people who completed the instrument. For validity, the questionnaire was submitted to the supervisor for review. The purpose of submitting the questionnaire to the supervisor was to ensure that the data collection tools was relevant and adequately answered the research questions.

Content validity

Concerns the degree to which an instrument has an appropriate sample of items for the construct being measured and adequately covers the construct domain.

3.8 Reliability of the instrument

Reliability is the consistency with which an instrument measures the attribute. Cronbach's Alpha which is a coefficient of internal consistency reliability was used to check for the reliability of the instrument. Cronbach's Alpha (α) value of ≥ 0.7 indicates good reliability.

3.9 Method of Data Collection

Data was collected through self-administered questionnaires distributed to the participants. The questionnaires were distributed to the participants who meet the inclusion criteria. The aim and objectives were explained to the participants and their informed consent was sought and obtained from the participants. Participants were allowed sufficient time to fill the questionnaire after which it was retrieved from them.

3.10 Method of Data Analysis

Data was analyzed using the Statistical Package for the Social Sciences (SPSS) software, version 27. Descriptive statistics (frequencies, percentages, means, and standard deviations) will be used to summarize the demographic data. Inferential statistics, including Pearson correlation, independent t-test and Chi-square will be conducted to explore the relationship between the variables. A significance level of $p < 0.05$ will be used to determine statistical significance.

3.11 Ethical Considerations

Ethical considerations in research refer to the principles and guidelines that ensure the protection of participants' rights, welfare, and dignity throughout the research process (Sobočan *et al.*, 2020). These considerations are vital in maintaining integrity, trust, and moral responsibility within the research community (Brittain, *et al.*, 2024). Permission to carry out the study was obtained from the Health Research Ethics Committee of University of Benin. Privacy is one of the most important aspects of human life and thus, privacy was not to be abused, during the conduct of the research. The code of ethics serves the purpose of safeguarding the rights of individuals who participate in research. These include;

Voluntary Participation: Respondents were not forced into participating in the research project.

Privacy: Privacy was maintained during the filling of the questionnaires, hence no names was requested.

Avoidance of plagiarism: Other studies used were properly acknowledged.

Maintenance of Confidentiality: The respondents' names were withheld, and information given was not divulged to others but rather was treated with utmost secrecy, strictly for academic purposes.

CHAPTER FOUR

ANALYSIS

This Chapter entails the result of the responses of respondents used in the study. The analyses are illustrated with discussions and tables. In analyzing the data, mean is used to determine which item expressed a positive or negative attitude of respondents. It will be discussed under the following headings:

- Percentage of Demographic Data
- Answering of Research Question
- Discussion of Findings

4.1 Percentage of Demographic Data

SECTION A: DEMOGRAPHIC DATA OF PARTICIPANTS

The demographic data was analyzed using frequency and simple percentage

A total of two hundred and eighty-two respondents were recruited for this study and 226(80.1%) were females while 56(19.9%) were males. 189(67.0%) of the respondents were within the ages of 20-25 years, 75(26.6%) were less than 20 years. 164(58.2%) of the respondents were in 500L, 48(17.0%) were in 400L. 109(38.7%) of the respondents were Edos, 90(31.9%) were Igbos, 63(20.2%) were Yorubas. 270(95.7%) of the respondents were Christians while 12(4.3%) were Muslims as shown in the tables below.

Table 1: Gender Distribution of Respondents (N = 282)

Gender	Frequency	Percentage (%)
Male	56	19.9
Female	226	80.1
Total	282	100

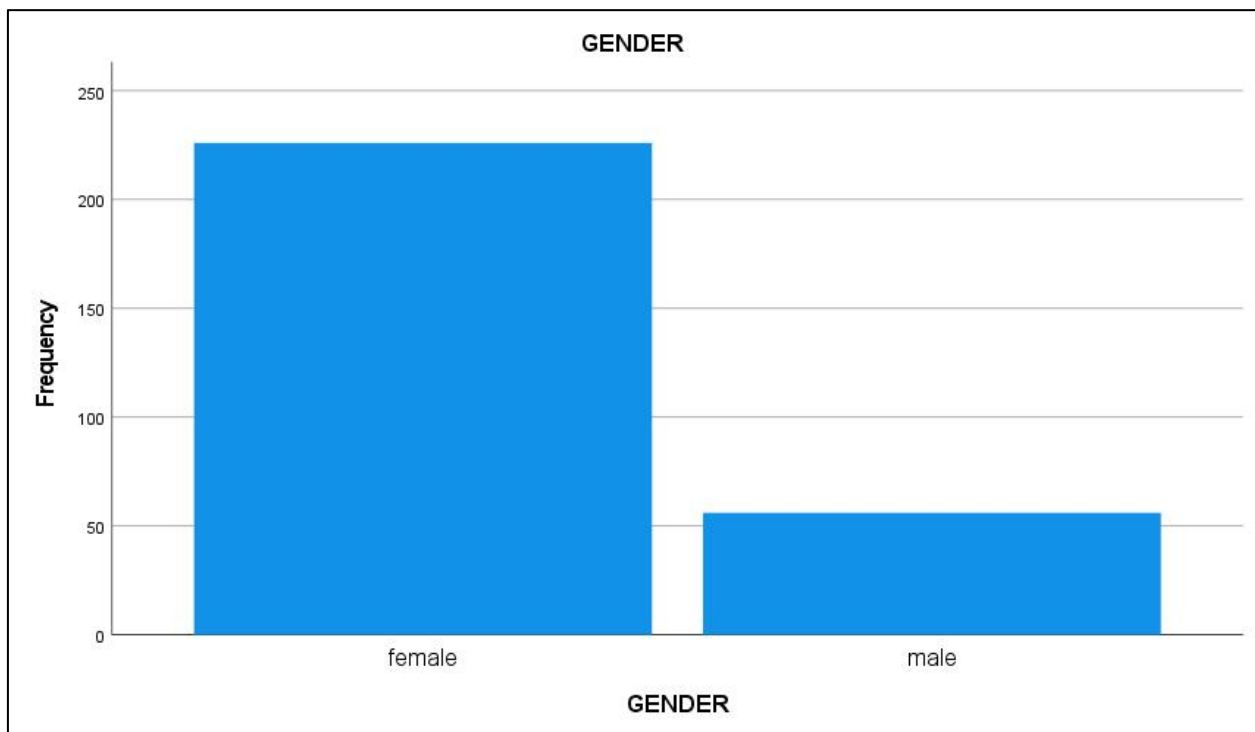


Table 1 showing the gender distribution of the respondents

This table shows the gender distribution of the nursing students surveyed. The majority of respondents were female, making up 80.1% of the sample. Males represented only 19.9%

of the respondents. This aligns with general trends in nursing programs, which are typically female-dominated. The total number of participants is 282.

Table 2: Age Distribution of Respondents (N = 282)

Age Group	Frequency	Percentage (%)
<20 years	75	26.6
20–25 years	189	67.0
26–30 years	18	6.4
>30 years	0	0.0
Total	282	100

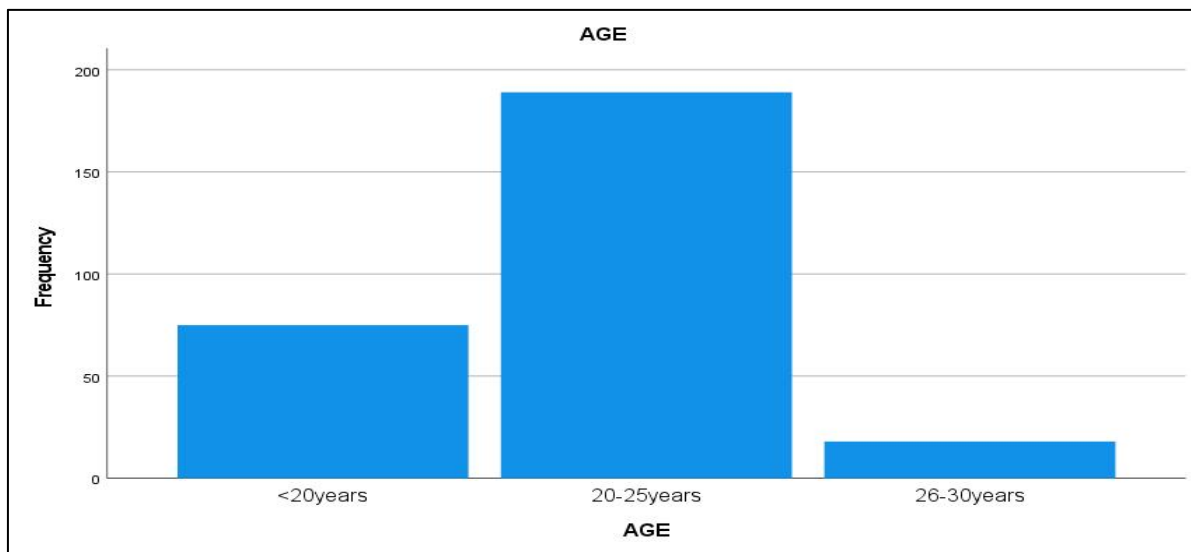


Table 2 showing the age distribution of the respondents. This table presents the age categories of the respondents. Most students (67.0%) are between 20 and 25 years of age. A significant portion (26.6%) is below 20 years, while a smaller group (6.4%) falls within the 26–30 year range. There are no respondents older than 30. The total sample remains 282.

Table 3: Level of Study of Respondents (N = 282)

Level	Frequency	Percentage (%)
200L	35	12.4
300L	35	12.4
400L	48	17.0
500L	164	58.2
Total	282	100

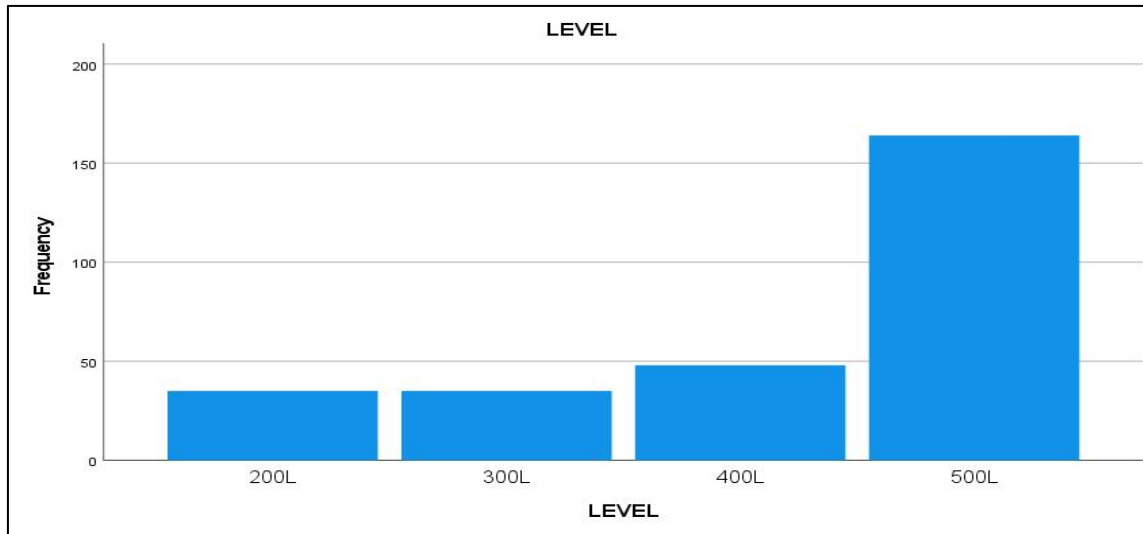


Table 3 showing the Level distribution of the respondents

This table categorizes respondents based on their academic level. The majority (58.2%) are in 500 level, followed by 400 level students (17.0%). Both 200 and 300 level students equally represent 12.4% each. This suggests more senior students responded to the study, possibly due to greater availability or interest.

Table 4: Ethnic Distribution of Respondents (N = 282)

Ethnicity	Frequency	Percentage (%)
Igbo	90	31.9
Edo	109	38.7
Yoruba	63	22.3

Hausa	9	3.2
Others	11	3.9
Total	282	100

This table shows the ethnic composition of the respondents. Edo students form the largest group at 38.7%, followed by Igbo (31.9%) and Yoruba (22.3%). Hausa and other ethnicities combined account for 7.1%. This reflects the ethnic diversity in UNIBEN's Nursing Department.

Table 5: Religious Affiliation of Respondents (N = 282)

Religion	Frequency	Percentage (%)
Christianity	270	95.7
Islam	12	4.3

Traditional	0	0.0
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Total	282	100
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This table highlights the religious affiliation of the respondents. Christianity is predominant, with 95.7% of participants identifying with the faith. A minority (4.3%) practice Islam, and no respondents selected traditional religion. This is consistent with common religious demographics in southern Nigeria.

4.2 Self-esteem of the respondents

SECTION B: Assessing the self-esteem of nursing Undergraduates.

A total of 168 respondents (59.6%) strongly agreed that they feel they are a person of worth, at least on an equal level with others. Furthermore, 182 respondents (64.5%) strongly agreed that they possess a number of good qualities. Conversely, 158 respondents (56.5%) strongly disagreed with the statement that they are inclined to feel like a failure. In addition, 112 respondents (39.7%) strongly agreed that they are able to do things as well as most people. About 84 respondents (29.8%) strongly disagreed that they do not have much to be proud of.

Also, 144 respondents (51.1%) agreed that they are generally satisfied with themselves. A significant number—165 respondents (58.5%)—strongly agreed that they take a positive attitude toward themselves. Meanwhile, 135 respondents (47.9%) agreed that they wish they could have more respect for themselves. Another 136 respondents (48.2%) strongly disagreed with the notion that they feel useless at times. Lastly, 128 respondents (45.4%) strongly disagreed with the idea that they are no good at all. Overall, the majority of respondents 268 (95.0%) demonstrated high self-esteem, as illustrated in Table 6.

Table 6: Self-esteem of the respondents

Statements	Strongly agree	Agree	Disagree	Strongly disagree
I feel that I am a person of worth, at least on an equal plane with others	168(59.6%)	103(36.5%)	9(3.2%)	2(0.7%)
I feel that I have a number of good qualities	182(64.5%)	86(30.5%)	10(3.5%)	4(1.4%)
All in all, I am inclined to feel that I am a failure	28(9.9%)	33(11.7%)	63(22.3%)	158(56.5%)
I am able to do things as well as most people	112(39.7%)	128(45.4%)	26(9.2%)	16(5.7%)
I feel I do not have much to be proud of	43(14.9%)	72(25.5%)	84(29.8%)	84(29.8%)
I take a positive attitude toward myself	165(58.5%)	90(31.9%)	15(5.3%)	12(4.3%)
On the whole, I am satisfied with	113(40.1%)	144(51.1%)	19(6.7%)	6(2.1%)

myself))		
I wish I could have more respect for myself	65(23.0%)	135(47.9%)	42(14.9%)	40(14.2%)
I certainly feel useless at times	34(12.1%)	55(19.5%)	57(20.2%)	136(48.2%)
At times I think that I am no good at all	26(9.2%)	59(20.9%)	69(24.5%)	128(45.4%)
Mean score 22.89±4.09				
Low self-esteem 14(5.0%)				
High self-esteem 268(95.0%)				

4.3 Academic performance of the respondents

SECTION C:

Section A: Academic Performance (CGPA Classification)

Table 7: CGPA Classification of Respondents (N = 282)

CGPA Classification	Frequency (n)	Percentage (%)
First Class (4.50 – 5.00)	120	42.6%
Second Class Upper (3.50 – 4.49)	105	37.2%
Second Class Lower (2.40 – 3.49)	48	17.0%
Third Class (1.50 – 2.39)	9	3.2%
Total	282	100%

Interpretation

The distribution of students' CGPA shows that a majority of respondents perform at a very high academic level, with 42.6% in First Class and 37.2% in Second Class Upper Division.

Together, this accounts for nearly four-fifths of the respondents (79.8%), indicating that the nursing undergraduates generally maintain excellent academic standing. Only a small fraction (3.2%) fell into the Third Class category, suggesting that poor performance is rare among the group. This strong CGPA distribution aligns with the earlier findings on high self-esteem levels, reinforcing the relationship between positive self-perception and better academic outcomes as shown in Table 7.

Section B: Assessing the Academic performance of Nursing undergraduates.

A significant portion of the respondents, 121 (42.9%), agreed that they make themselves ready for all their courses, while 135 (47.9%) reported that they pay attention and listen during every discussion. Additionally, 157 (55.7%) strongly agreed that they aim to achieve good grades in every course. When it comes to active participation, 104 (36.9%) agreed that they actively engage in discussions, and 92 (32.6%) stated that they start papers and projects as soon as they are assigned. Regarding enjoyment of assignments, 109 (38.7%) of the respondents mentioned that they find assignments and activities helpful in improving their skills. Furthermore, 139 (49.3%) agreed that they put in more effort when tackling difficult assignments, and 108 (38.3%) considered solving problems a useful hobby. Finally, 104 (36.9%) of the respondents reported achieving excellent academic performance, as shown in Table 8.

Table 8: Academic performance of the respondents

Questions	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
I made myself ready in all my courses.	89(31.6%)	121(42.9%)	47(16.7%)	22(7.8%)	3(1.1%)
I pay attention and listen during every discussion.	64(22.7%)	135(47.9%)	55(19.5%)	24(8.5%)	4(1.4%)
I want to get good grades in every course.	157(55.7%)	102(36.2%)	18(6.4%)	5(1.8%)	
I actively participate in every discussion.	58(20.6%)	104(36.9%)	71(25.2%)	40(14.2%)	9(3.2%)
I start papers and projects as soon as they are assigned.	45(16.0%)	92(32.6%)	84(29.8%)	52(18.4%)	9(3.2%)
I enjoy assignments and	59(20.9%)	109(38.7%)	66(23.4%)	26(9.2%)	22(7.8%)

activities because they help me improve my skills in every course

I exert more effort when I do difficult assignments.	74(26.2%)	139(49.3%)	30(10.6%)	26(9.2%)	13(4.6%)
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Solving problems is a useful hobby for me.	73(25.9%)	108(38.3%)	62(22.0%)	31(11.0%)	8(2.8%)
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Mean score 30.33±4.77

Failing performance --

Poor performance --

Moderate 29(10.3%)

Good performance

149(52.8%)

Excellent performance

104(36.9%)

4.4 chi-square showing the association between gender and self esteem .

As shown in table 8, there was no significant association between gender and self-esteem of the respondents ($X^2=0.703$, $p=0.402$)

Table 9: chi-square showing the association

Variable		Low self-esteem	High self-esteem	X^2	p
Gender	Male	10	4	0.703	0.402
	Female	216	52		

4.5 Pearson correlation showing the relationship between self-esteem and academic performance .

As shown in table 9, there was a positive significant relationship between self-esteem and academic performance of the respondents ($r=0.195$, $p<0.001$). This finding indicates a better or high self-esteem resulted in better academic performance.

Table 10: Pearson correlation showing the relationship between self-esteem and academic performance

Variable	r	P
Self-esteem*academic performance	0.195	<0.001

Interpretation

The demographic tables showed that the majority of respondents were females and within the younger age group, reflecting the typical composition of nursing students. The self-esteem scale results indicated that most students possessed high self-esteem, which supports their confidence in academic activities. Academic performance ratings revealed that a majority of the students performed well, with many reporting good to excellent grades. Correlation analysis demonstrated a significant positive relationship between self-esteem and academic performance, confirming that higher self-esteem is associated with better outcomes. Overall, the findings suggest that psychological well-being and academic success are closely linked among nursing undergraduates.

CHAPTER FIVE

DISCUSSION OF FINDINGS

This chapter presents a summary and interpretation of the major findings of the study in relation to the objectives, hypotheses, and existing literature reviewed in Chapter Two. The discussion highlights how the results support, extend, or contradict previous studies on self-esteem and academic performance. It also shows the contribution of this study to the body of knowledge in nursing.

5.1 Discussion of Findings

Self-Esteem of Nursing Students

The results revealed that the majority of respondents, 268 (95.0%), demonstrated high self-esteem, while only 14 (5.0%) reported low self-esteem. This shows that most nursing students perceive themselves positively, feel capable, and hold confidence in their academic ability. These findings are consistent with recent studies such as Adeoye and Owoeye (2022), who found that self-esteem levels among nursing and medical undergraduates are generally high due to the demanding academic environment that fosters resilience and confidence. Similarly, Li et al. (2021) reported that high self-esteem is a predictor of academic persistence and motivation among healthcare students.

Academic Performance of Nursing Students

The analysis of respondents' cumulative grade point averages (CGPA) indicated that 42.6% attained First Class, 37.2% Second Class Upper, 17.0% Second Class Lower, and only 3.2% Third Class. This distribution suggests that the academic performance of the students is generally high, with over 79% in the top two divisions. These results align with the responses on academic performance indicators, where 52.8% of students reported good performance and 36.9% reported excellent performance. This trend supports the assertion of Okolie et al. (2023), who found that nursing students with strong study habits and intrinsic motivation often maintain higher academic standing. The results also reinforce findings from Bello and Yusuf (2020), who linked effective time management and self-discipline to better grades in higher institutions.

Relationship between Self-Esteem and Academic Performance

Pearson correlation analysis revealed a positive significant relationship between self-esteem and academic performance ($r = 0.195$, $p < 0.001$). This indicates that students with higher self-esteem are more likely to achieve better academic outcomes. The finding supports the work of Chen et al. (2022), who emphasized that self-esteem enhances students' learning engagement, concentration, and problem-solving ability. However, the weak correlation coefficient suggests that while self-esteem plays a role, other factors such as study habits, teaching methods, social support, and access to learning resources may also influence academic performance.

Taken together, these findings affirm that self-esteem contributes significantly to academic achievement, but it cannot be considered in isolation. They also highlight the importance of

fostering a supportive academic environment that builds students' confidence while addressing broader academic and social challenges.

5.2 Summary of Findings

The study investigated the relationship between self-esteem and academic performance among nursing undergraduates of the University of Benin, drawing from responses of 282 participants. The following key findings emerged:

1. **High self-esteem among respondents:** A vast majority, 268 (95.0%), demonstrated high self-esteem, suggesting that most students perceive themselves as competent, worthy, and able to meet academic demands.
2. **Strong academic performance:** CGPA distribution showed that 42.6% of students were in First Class, 37.2% in Second Class Upper, and only 3.2% in Third Class. Additionally, performance ratings indicated that 52.8% of respondents reported good performance and 36.9% excellent performance, showing that nursing undergraduates maintain strong academic outcomes.
3. **Positive relationship between self-esteem and academic performance:** Pearson correlation analysis showed a positive and statistically significant relationship ($r = 0.195, p < 0.001$), indicating that higher self-esteem is linked with better academic outcomes, though the strength of the relationship was modest.
4. **Demographic alignment:** The majority of respondents were female (80.1%) and within the 20–25 age group (67.0%), consistent with the demographic characteristics of nursing programs.

Overall, the findings highlight that self-esteem and academic performance are positively related, and that nursing undergraduates generally maintain strong psychological well-being and academic achievement.

5.3 Implication for Nursing

The findings of this study have important implications for nursing education and practice. First, since nursing students with higher self-esteem perform better academically, it becomes critical to create learning environments that actively support the psychological and emotional well-being of students. Institutions must implement programs that promote confidence, resilience, and a positive self-image. This could include counseling services, mentorship programs, or self-development workshops tailored for nursing students.

Secondly, self-esteem is not only relevant to academic performance but also to clinical competence. Nursing students who believe in their abilities are more likely to take initiative, communicate effectively with patients, and handle clinical challenges with confidence. This contributes directly to the quality of healthcare delivery in practice.

Lastly, nurse educators must be trained to recognize signs of low self-esteem among students and respond with empathy, constructive feedback, and supportive interventions. Fostering high self-esteem within nursing education is therefore not just beneficial for students' grades, but essential for nurturing competent, compassionate, and confident future nurses.

5.4 Limitations to Study

This study, though insightful, had several limitations. Firstly, the research was conducted within a single tertiary institution, limiting the generalizability of findings to nursing students in other institutions or regions. The use of **convenient sampling** also introduce bias, as the participants did not fully represent the broader nursing student population.

Secondly, reliance on self-report instruments such as the Rosenberg Self-Esteem Scale might have introduced **social desirability bias**, where participants present themselves more favorably than is accurate. Additionally, academic performance was based on self-reported GPAs, which may not always reflect official academic records. Thirdly, the study focused exclusively on self-esteem as the predictor of academic performance. While significant, academic success is multi-dimensional and may also be influenced by other variables like stress levels, teaching quality, learning styles, and financial stability, which were not examined here. Finally, due to the cross-sectional nature of the study, causality cannot be inferred. A longitudinal design would be more appropriate to explore how self-esteem evolves and continuously affects academic performance over time.

5.5 Conclusion

The study assessed the influence of self-esteem on academic performance among undergraduate nursing students in a tertiary educational institution. Findings confirmed a strong positive correlation between students' levels of self-esteem and their academic outcomes. Students with higher self-worth were more likely to perform better academically, regardless of gender, ethnicity, or religion. The study highlights the importance of psychological factors — particularly self-esteem in educational success, especially in demanding academic fields like nursing. The results reinforce the call for academic environments that nurture both the intellectual and emotional needs of students. Though limited in scope, the research provides valuable insights for educators, administrators, and policymakers. Enhancing self-esteem among nursing students could significantly improve not just academic achievement, but also clinical competence,

communication skills, and confidence in professional roles. Ultimately, building strong, self-assured nurses begins in the classroom and continues through structured support systems within educational institutions.

5.6 Recommendations

Based on the outcomes of the study, the following recommendations are offered:

1. **Integration of Mental Health Programs:** Tertiary institutions should incorporate self-esteem and mental health workshops into student support services.
2. **Mentorship Initiatives:** Academic mentorship programs should be established to help students, especially those in lower levels, build academic confidence and personal growth.
3. **Training for Faculty:** Nurse educators should receive training in emotional intelligence and student engagement strategies to support learners with low self-esteem.
4. **Assessment and Monitoring:** Regular self-esteem assessments should be conducted to identify at-risk students and provide timely intervention.
5. **Peer Support Groups:** Institutions should create peer-led groups where students can share experiences, build resilience, and support one another academically and emotionally.
6. **Curriculum Enrichment:** The nursing curriculum should include modules on self-awareness, motivation, and personal development to reinforce psychological well-being.

Implementing these recommendations can foster an academic environment where nursing students thrive intellectually, emotionally, and professionally.

5.7 Suggestions for Further Research

To build on the findings of this study, future researchers should consider a multi-institutional or national study to enhance the generalizability of results across diverse academic and sociocultural settings. A longitudinal study design would also be beneficial in examining how self-esteem changes over the academic years and how it consistently affects performance over time. Additionally, future studies could explore other psychological, social, or environmental factors that influence academic performance, such as stress, social support, motivation, or financial hardship. Combining self-esteem with these variables could offer a more holistic understanding of student performance. Qualitative studies may also help uncover deeper personal experiences and coping mechanisms used by students with low or high self-esteem. Such insights could contribute to the design of more personalized interventions aimed at boosting student morale, mental health, and academic productivity in nursing education.

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APPENDIX I
DEPARTMENT OF NURSING
SCHOOL OF BASIC MEDICAL SCIENCES
UNIVERSITY OF BENIN, BENIN CITY
QUESTIONNAIRE ON ASSESSMENT OF THE INFLUENCE OF SELF-ESTEEM ON
ACADEMIC PERFORMANCE AMONG UNDERGRADUATE NURSING STUDENTS

Dear respondent,

I am a 500 level final year nursing student of the University of Benin, Benin City. I am conducting a research study titled **“Assessment of the influence of self-esteem on academic performance of undergraduate nursing students in a tertiary educational institution, Benin city,Edo State.”** Please note that your responses will be kept strictly confidential and used solely for academic purposes. Participation is entirely voluntary, and you may withdraw at any time without any consequences. I appreciate your honesty and thoughtfulness in answering the questions. This questionnaire is solely designed for academic research and will not be used for any other purpose.

Please tick as appropriate in the boxes provided

SECTION A: DEMOGRAPHIC DATA OF PARTICIPANTS

1. **Age** <20Years () 20-25years () 26-30years () >30years ()

2. **Gender** Male () Female ()

3. **Marital status**

Single () Married () Divorced () Widowed ()

4. Level of education

200L () 300L () 400L () 500L ()



5. Ethnicity:

Igbo () Edo () Yoruba () Hausa () others (please specify)



5. Religion:

Christianity () Islam () Traditional () others (please specify)

SECTION B: Assessing the self-esteem of nursing Undergraduates.

Please indicate your level of agreement with each of the following statements by choosing the option that best represents your opinion. Please tick appropriately in the boxes.

Questions	Strongly agree	Agree	Disagree	Strongly disagree
I feel that I am a person of worth, at least on an equal plane with others				
I feel that I have a number of good qualities				
All in all, I am inclined to feel that I am a failure				
I am able to do things as well as most people				

I feel I do not have much to be proud of				
I take a positive attitude toward myself				
On the whole, I am satisfied with myself				
I wish I could have more respect for myself				
I certainly feel useless at times				
At times I think that I am no good at all				

SECTION C: Assessing the Academic performance of Nursing undergraduates.

Section A: Academic Performance (CGPA Classification)

Please indicate your current CGPA classification by ticking the category that applies to you.

CGPA Classification	Tick (✓)
First Class (4.50 – 5.00)	<input type="checkbox"/>

Second Class Upper (3.50 – 4.49)	<input type="checkbox"/>
Second Class Lower (2.40 – 3.49)	<input type="checkbox"/>
Third Class (1.50 – 2.39)	<input type="checkbox"/>

Section B: Academic Attitudes and Study Behaviors

Please indicate your level of agreement with each of the following statements by choosing the option that best represents your opinion. Please tick appropriately in the boxes.

Questions	SA	A	N	D	SD
I made myself ready in all my subjects.					
I pay attention and listen during every discussion.					
I want to get good grades in every subject.					
I actively participate in every discussion.					
I start papers and projects as soon as they are assigned.					

I enjoy homework and activities because they help me improve my skills in every subject					
I exert more effort when I do difficult assignments.					
Solving problems is a useful hobby for me.					