

A study to assess the self-efficacy and anxiety among I year B.Sc (N) students at a selected Nursing College, Abha, KSA.

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ABSTRACT :

The study aims to assess the self efficacy and anxiety levels among 1st year B.Sc Nursing students. The research design for the study was correlational research design. A sample of 87 students was selected by non probability convenient sampling technique at college of nursing, KKU, Abha, KSA. The tool used for the study is the modified sherer self efficacy scale. Data were analyzed with the help of descriptive and inferential statistics.

The major findings of the study was among 87 students, 15(17.24%) had weak sense of self efficacy, 39(44.83%) had moderate sense of self efficacy, and 33(37.93%) had good sense of self efficacy. Self efficacy was assessed by using the Modified Sherer Self efficacy Scale. Anxiety was assessed by using Zung self rating anxiety scale. Among 87 students 34(39.08%) had anxiety levels in normal range, 20(22.99%) had moderate anxiety, and 33(37.93%) had severe anxiety. This shows that there is significant moderate negative correlation (-0.530) at 0.01 level exists between the self efficacy and anxiety among I year B.Sc Nursing students.

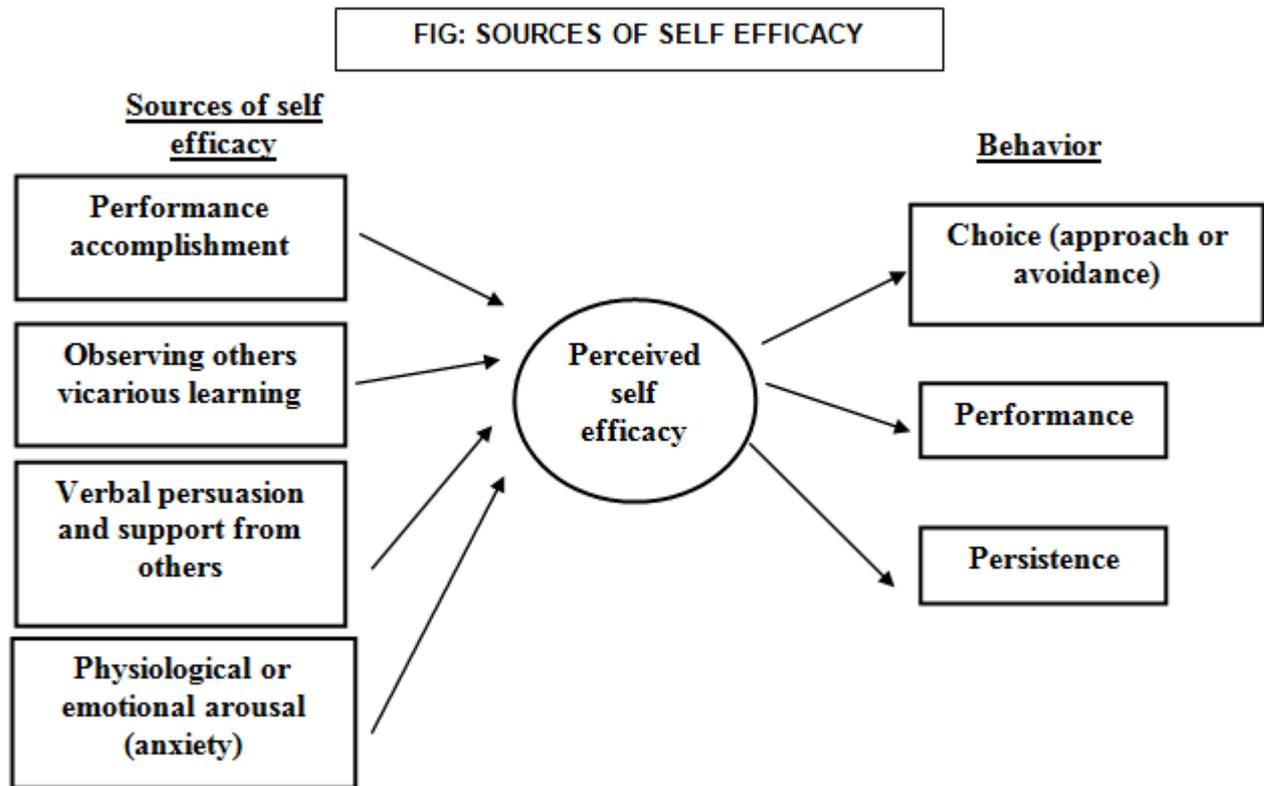
Evidence from this investigation showed that the students had low self efficacy and high anxiety. Based on the obtained findings the researcher prepared a book let on promotion of self efficacy and tips to reduce their anxiety and distributed to the students, so that it will help them to improve their self confidence, achieving good academic grades, recover quickly from disappointment, have a wider over view of a task, to practice healthy behavior (non smoking, dieting, hygiene etc.) and improve their professional skills. It will be beneficial to the students for their personal and professional growth.

I.INTRODUCTION

Self efficacy is the belief in one's own capacity to organize and execute the course of action required to manage prospective situation. One's own belief of efficacy function as an important determinant of motivation, affect, thought and action. Generally people with high self efficacy, approach difficult tasks and challenges to be mastered rather than as threats to be avoided. Self efficacy belief exercises a powerful influence on the level of accomplishment that an individual ultimately realizes¹.

The components of self efficacy are **mastery experiences** (successful experiences raises self efficacy and failures lowers it), **vicarious experience** (it is the process of comparison between one self and someone else), **social persuasions** (encouragement increases self efficacy and discouragement decreases self efficacy), **physiological factors** markedly alter self efficacy².

Most success requires persistent efforts, so low self efficacy becomes a self-limiting process. In order to succeed, people need a sense of self efficacy, strung together with resilience to meet the inevitable obstacles and inequities of life⁴.



Self efficacy is the belief one has that he or she can master a situation and produce favorable outcomes. **Albert Bandura's (2004)** social cognitive theory states that self efficacy is a critical factor in which whether students achieve or not⁵. Self efficacy is the belief that "I can", helplessness is the belief that "I cannot". Students with high self efficacy endorse such statements as "I know that I will be able to learn the material in this class" and "I expect to be able to do well at this activity"⁵.

II. EXPERIMENTAL WORK

RESEARCH APPROACH: Research approach that is used in the study was non-experimental approach.

RESEARCH DESIGN: A research design constitutes the blue print for the collection, measurement and analysis of data²⁹. The research design adopted for the present study is correlational research design.

VARIABLES OF THE STUDY: The demographic variables were age, gender, religion, geographical background, family income, education of father and mother, medium of education in intermediate, occupation of the father and mother, family type and residency.

POPULATION: The population chosen for this study was I year B.Sc. (N) students who were falling under inclusion criteria.

SAMPLE: The study sample chosen was I year B.Sc. (N) students from College of Nursing, King Khalid University, Abha, KSA falling under inclusion criteria.

SAMPLE SIZE: Sample size consisted of 87 I year B.Sc. (N) students who fulfilled the inclusion criteria.

SAMPLING TECHNIQUE: Non-Probability Convenient Sampling Technique was adopted depending upon the availability of the selected sample.

Development and description of tool: Selecting an instrument to measure the variables in a study is a critical process in research. In this study, to assess self efficacy of the students the researcher used MODIFIED SHERER SELF EFFICACY SCALE.

It consists of 03 sections:

1. Section I – consists of items related to initiativeness (Q. No: 1-7)

2. Section II - consists of items related to effort (Q. No: 8-15)
3. Section III – consists of items related to persistence (Q. No: 16-25)

To assess anxiety among students researcher used **ZUNG SELF RATING ANXIETY SCALE** which was standardized scale developed by William W.K. Zung in 1977. In order to study the sample characteristics a demographic proforma developed to meet the objectives of the study.

Development of demographic Proforma

The first part of the tool consists of 12 questions to collect data regarding demographic proforma of the student mainly consists of age, gender, religion, geographical background, family income in rupees per month. education of father, education of mother, medium of education in intermediate, occupation of father, occupation of mother, family type and residency.

SCORING KEY:

Scoring key was prepared for **part I** by coding the demographic variables.

Under **part II**, Section I to III each question has four options with scoring 1 to 4.

Positive response

1	2	3	4
Never	Rarely	Sometimes	Almost all of the time

Negative response

4	3	2	1
Never	Rarely	Sometimes	Almost all of the time

Positive responses: 1,2,7,9,10,11,12,13,14,15,16,21,23,24,25. **Negative responses:** 3,4,5,6,8,17,18,19,20,22.

Total score were categorized as follows:

- 25-50 (25%-50%) : weak sense of self efficacy
- 51-75 (51%-75%) : moderate sense of self efficacy
- 76-100 (76%-100%) : good sense of self efficacy

Under **part III**, each question has four options with scoring 1 to 4.

1: A little of the time

2: Some of the time

3: Good part of the time

4: Most of the time.

Total scores range from 20-80.

- 20-44 (25%-55%) Normal Range
- 45-59 (56%-74%) Mild to Moderate Anxiety Levels
- 60-74 (75%-92%) Marked to Severe Anxiety Levels
- 75-80 (93%-100%) Extreme Anxiety Levels

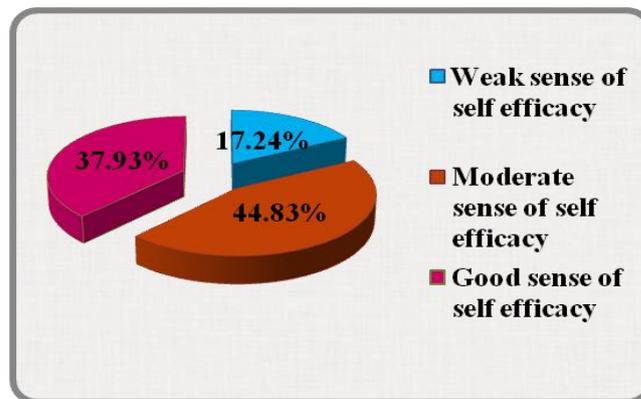
III.RESULTS AND DISCUSSION

The major findings of the study was among 87 students, 15(17.24%) had weak sense of self efficacy, 39(44.83%) had moderate sense of self efficacy, and 33(37.93%) had good sense of self efficacy. Self efficacy was assessed by using the Modified Sherer Self efficacy Scale. Anxiety was assessed by using Zung self rating anxiety scale. Among 87 students 34(39.08%) had anxiety levels in normal range, 20(22.99%) had moderate anxiety, and 33(37.93%) had severe anxiety. This shows that there is significant moderate negative correlation (-0.530) at 0.01 level exists between the self efficacy and anxiety among I year B.Sc Nursing students.

Percentage distribution of self efficacy among I year B.Sc (N) students N=87

S.No	Total self efficacy	Frequency	Percentage
1	Weak sense of self efficacy	15	17.24
2	Moderate sense of self efficacy	39	44.83
3	Good sense of self efficacy	33	37.93

The above table shows that 15(17.24%) students had weak sense of self efficacy, 39(44.83%) students had moderate sense of self efficacy, and 33(37.93%) students had good sense of self efficacy.

**Percentage distribution of student's level of self efficacy on different aspects of self efficacy N=87**

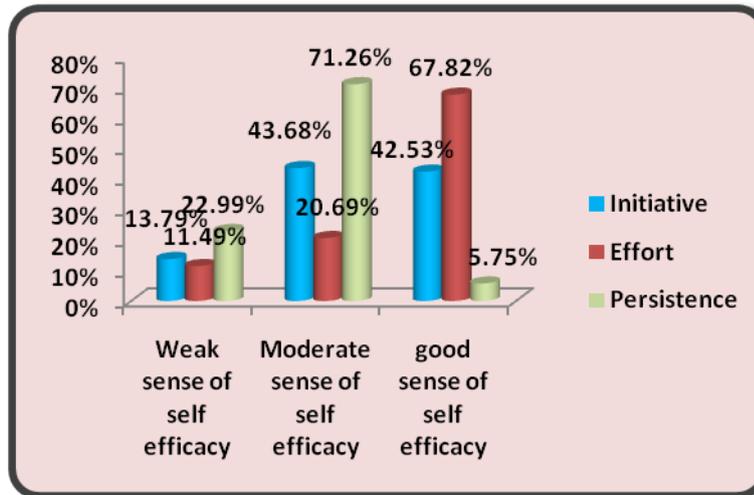
S.No	Self efficacy components	Weak sense of self efficacy <50%		Moderate sense of self efficacy 51-75%		Good sense of self efficacy >75%	
		N	%	N	%	N	%
1	Initiative	12	13.79	38	43.68	37	42.53
2	Effort	10	11.49	18	20.69	59	67.82
3	Persistence	20	22.99	62	71.26	5	5.75

INTERPRETATION:

Initiative: Related to initiativeness, 12(13.79%) had weak sense of self efficacy, 38(43.68%) had moderate sense of self efficacy, 37(42.53%) had good sense of self efficacy.

Effort: Out of 87, 10(11.49%) had weak sense of self efficacy, 18(20.69%) had moderate sense of self efficacy, 59(67.82%) had good sense of self efficacy.

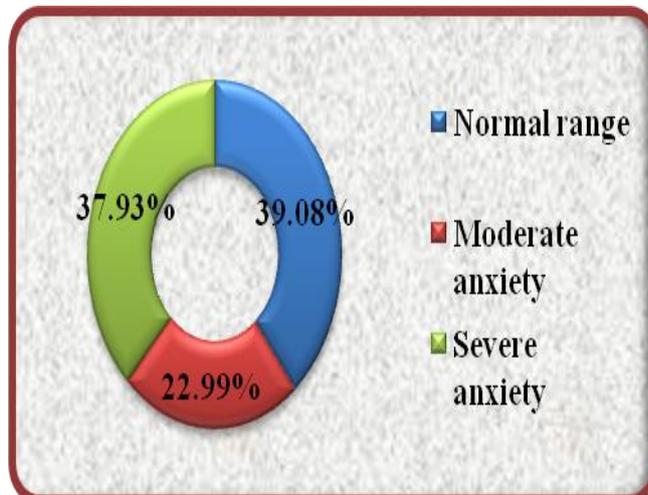
Persistence: Related to persistence, 20(22.99%) had weak sense of self efficacy, 62(71.26%) had moderate sense of self efficacy, 05(05.75%) had good sense of self efficacy.



Percentage distribution of level of anxiety among I year B.Sc (N) students N=87

S.No	Anxiety scores	Frequency	Percentage
1	Normal range	34	39.08
2	Moderate anxiety scores	20	22.99
3	Severe anxiety scores	33	37.93

The above table shows that 34(39.08%) students had anxiety levels in normal range, 20(22.99%) students had moderate anxiety, and 33(37.93%) students had severe anxiety.



MEAN, STANDARD DEVIATION AND CORRELATION BETWEEN SELF EFFICACY AND ANXIETY AMONG I YEAR B.SC (N) STUDENTS

Table: Mean and standard deviation of self efficacy and anxiety among I year B.Sc (N) students

N=87

****correlation is significant at the 0.01 level (2-tailed)**

S.No.		Mean	Standard deviation	Correlation
1	Self efficacy	71.4368	12.5325	-0.530**
2	Anxiety	50.7011	10.9895	

INTERPRETATION

- Pertaining to self efficacy the mean value was 71.4368 and standard deviation was 12.5325
- Related to anxiety the mean value was 50.7011 and standard deviation was 10.9895.

There is statistically significant moderate negative correlation exists between self efficacy and anxiety among I year B.Sc (N) students.

IV. CONCLUSION

Evidence from this investigation showed that the students had low self efficacy and high anxiety. Based on the obtained findings the researcher prepared a book let on promotion of self efficacy and tips to reduce their anxiety and distributed to the students, so that it will help them to improve their self confidence, achieving good academic grades, recover quickly from disappointment, have a wider over view of a task, to practice healthy behavior (non smoking, dieting, hygiene etc.,) and improve their professional skills. It will be beneficial to the students for their personal and professional growth.

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