Association between Academic Motivation, Perceived Stress And Self-Esteem Among Nursing Students

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Specialty of Research

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Abstract

Background The association between academic motivation, perceived stress, and self-esteem among nursing students is an interesting and important area of study. These three factors are interconnected and can have a significant impact on a nursing student's academic performance, mental health, and overall well-being. **Aim;** The aim of the study was to identify the impact on psychosocial factors (academic motivation, perceived stress, and self-esteem) among nursing students in eastern region. **Methods;** Descriptive study was carried out among 109 students with Non-probability convenience sampling method. **Tools;** Instruments used to assess Psychological factors includes Academic Motivation Scale, Perceived stress scale and Rosenberg Self-Esteem Scale, Data was collected using Google survey forms link after obtaining consent from all subjects. **Results;** The study results show that there were 98(89.90%) students have positive motivation and 11(10.09% have negative motivation. Regarding their self-esteem there were 30(27.52%) students have low esteem and 45(41.28%) have medium level of self-esteem and 34(31.19%) students have high level of self-esteem**. Regard to stress there were 30(27.52%) of the students have low stress and 73(66.97%) have moderate stress and 6(5.50%) of students has high stress. **Conclusion;** The study concludes that most of the students have positive motivation, medium level of self-esteem and moderate level of stress.

Key words; Students, Psychosocial factors, Motivation, Self-esteem, perceived stress

Introduction;

Education is one of the most essential aspects of the country's human resource development and is also very important for the improvement of society. The students' performance plays a vital role in producing the best, excellent graduates who will become great leaders and manpower for the country, thus being accountable for the country's social and economic development. Academic accomplishment is one of the main factors measured by employers in the engagement of workers, specifically new graduates. Thus, students have to put extreme effort into their studies to get good grades and prepare themselves for the future. The academic performance of each and every student is very important in college education. Students will proceed to get an advanced degree at the university and also secure a good teaching job. The performance of students also depends on the quality of education given by the teachers. Student's academic performance is affected by

numerous factors, which include parental background, peer influence, students' learning skills, teachers' quality, learning infrastructure, and most important psychosocial factors. **Olufemi, (2018).**

The psychological health of nursing students is very important for providing high-quality health care for patients. Previous research studies demonstrate that stress and mental health problems lead to decreased learning performance and clinical performance. It might affect not only learning but also patient's care. To increase students' academic performance and lower turnover, nursing programs must be able to recognize stressors and other psychosocial issues. **Cheng, C., Cheung, M. W.-L., & Wang, H. (2018).** Psychosocial factors like social interaction, self-efficacy, and attitudes play an important role in the academic performance of students and are vital for providing a good teaching and learning process. They remain the key determinants of student academic performance. Globally, nursing students encounter a range of difficulties during their undergraduate years, including psychological, professional, and financial difficulties. Many of these difficulties might affect their academic performance. Nursing educators must respond to the global nursing shortage by providing high-quality training and preventing attrition. **Alluhidan, M., et al.(2020).**In general, life transitions among college students are important pressures, and nursing students in particular report experiencing high levels of stress as a result of both academic and personal stressors. Personal stress in addition to deal with a heavy academic workload. Nursing students experience clinical training stress in addition to academic and emotional stress. The nursing industry has a reputation for having high levels of chronic stress and burnout. Also, it has been demonstrated that poor academic load, learning experiences, financial stress, time management issues and a lack of leisure time. Nursing students are particularly stressed out academically and have low self-esteem. **Pandey, R.A. & Chalise, H.N., (2015)**

Students Motivation is a relationship exists between student motivation, parental involvement, and academic performance. A student who is motivated to do well in college is likely to make strength and achieve high marks. There are some factors that motivate a student to engage in a lesson activity, example teacher's creativity and competency to use textbook encourages student's participation in classroom activities**. Kusurkar et al (2013).**

A student's most powerful factor is motivation to learn in the subjects and succeeds successfully. Students' attitudes are impacted by motivation because it helps them more optimistic and confident in themselves**.** Acosta-Gonzaga, E., 2023.Motivation effects students' performance through study strategies and self-regulatory behaviors. It is significant for students to be enthusiastically involved in their learning for achievement. Motivation also disturbs the attitude by initiating students to have more confidence and positive attitude in themselves **Raza, S.A.& Khan, K.A., (2022).** Economic, cultural, parenting styles are indicators of family background. There are interrelationships that connect students' academic achievement and family background. **Ferlazzo, L., (2023)**

Grade point averages (GPAs) are measures of a student's achievement in the classroom. Students' are helped in their pursuit of further education by having a high GPA, or CGPA. Academic achievement or academic performance refers to the extent to which a student, teacher, or institution has attained their short- or long-term educational goals**. Bokan, I., Buljan, I., Marušić, M., Malički, M., & Marušić, A. (2020).** It is also known that the psychosocial self-esteem factor impacts grades. (**Kienngam,et al. 2022.)** Academic achievement is the completion of educational milestones such as secondary school diplomas and bachelor's degrees. A low GPA, however, harms a student's career. The two factors that could affect GPA are cognitive and non-cognitive elements. These two factors significantly affect a student's overall development. Exams and continuing evaluations are widely used to evaluate students' academic progress, but there is no agreement on the best assessment strategy or which elements declarative knowledge like facts or procedural knowledge like skills are most important. Because there is conflicting evidence regarding

which specific factors accurately predict academic success, models for academic achievement should take into consideration test anxiety, the environment, motivation, and emotions. **You, J.W., (2018).** Students' capacity to progress in the field of education is significantly impacted by their academic record. **Al-Tameemi, et al (2023).** Research has been done in a few nations on the psychosocial elements influencing nursing students' academic performance as determined by their grade point average. **Fernandez R, (2023), Abu Ruz, M.E., Al-Akash, H.Y. and Jarrah, S., (2018). Wan Chik, W.Z., Salamonson, Y., Everett, B., Ramjan, L.M., Attwood, N., Weaver, R., Saad, Z. and Davidson, P.M., (2012).**

Significance of the study;

This study focuses on the element that influences how well nursing students succeed academically. The research focuses on the nursing educational system. Various factors, including personal and social concerns, have an impact on students' performance; hence, this research study is being undertaken on psychosocial factors. Several educational institutions, academics, and parents are interested in learning what influences and what does not have an impact on a student's success in college. The results will therefore be favorable to each of these social groups.

There is compelling data that suggests nursing students face more psychological difficulties than the majority of college students. In order to offer guidance to nursing students, this study aims to comprehend how four particular psychosocial aspects affect the academic performance of Saudi nursing students. **Ratanasiripong, P., (2022.)**

Among nursing students globally there are various factors found to be associated with emotional negativity including stress, depressed feelings, low esteem, loneliness and conflicts between personal, workload, and disinterest in the academic course. Nursing students are shown to have much greater stress, anxiety, sleep difficulties, and illnesses connected to stress than other college students Additionally, it has been discovered that nursing students may be at risk for negative effects from high

amounts of stress and have poor coping mechanisms.

Other pressures that nursing students face include interactions with coworkers, the dread of making mistakes, a poor work-. life balance, financial difficulties, and family troubles. **Al-Gamal, E., Alzayyat, A., & Ahmad, M. M. (2016).** It was important to identify the factors impacting nursing students' academic performance in Saudi Arabia's colleges of education in order to give recommendations for enhancing performance in the study. The findings of this study may be useful in identifying the fundamental needs, challenges, and learning barriers of nursing students. It was also noted that social and psychological variables were closely related to nursing students' ability to learn. As a result, these findings may be useful for instructors and parents in managing these social and psychological elements to improve the academic performance and future outcomes of these students. Also, the study might help educational program managers gain a better understanding of the prevalence of social and psychological influences on nursing students' educational success. The current study may also be helpful for teachers who are facing difficulties in their professional careers.

Aim of the study:

The aim of the study is to identify the association between academic motivation, perceived stress and self-esteem among nursing students.

Objectives of the study;

1. Assessing Academic Motivation among nursing students.

2. Assessing perceived stress among nursing student.

3. Assessing self-esteem among nursing students.

4. Finding out association between Academic Motivation, Perceived stress, and Self-esteem among Nursing Students.

Research Question/ Hypothesis

1. What is Academic Motivation level among nursing students?
2. What is Perceived stress level among nursing students?
3. What is Self-esteem level among Nursing Students?
4. Is there association between Academic Motivation, Perceived stress, and Self-esteem among Nursing Students?

Operational Definition;

Psychosocial factors; Psychosocial factors refer to elements that influence an individual's psychological well-being like motivation, Stress, Self-esteem.

Academic performance; refers to how well a student is achieving in their educational pursuits.

Academic motivation refers to the drive or desire to engage in learning activities.

Self-esteem refers to an individual's overall sense of self-worth or personal value.

Materials and Methods;

Setting; The study was conducted at the College of Nursing at Al-Ahsa, which is affiliated with the Ministry of Education in the Kingdom of Saudi Arabia and associated with King Saud bin Abdulaziz University (KSAU), a private government ministry in the field of health sciences.

Study Subjects;

Inclusion Criteria; Students willing to participate.

Exclusion criteria; Student those who are sick.

Design; Descriptive research design was used for this study.

Sample; All nursing students' those who were studied in selected university in Saudi Arabia was included as study subjects. Total number of samples was 109 students those who fulfilled the inclusion criteria.

Sample Size; The target of the study was the nursing students those who are in the level of 9 & 10 (128) in the academic year (2023-2024) in College of nursing, King Saud Bin Abdulaziz University for Health Science, Al Ahsa Campus. The estimated sample size of subjects around 109. Based on the previous study Abdullah Baothman (2021) sample size estimation N= Target population = 150.With the confidence level of 95% and a standard deviation of 0.5, and a confidence interval (margin of error) of ± 5%). The sampling size is 109 according to Rao soft online calculation.

Sampling Design; Non-probability convenience sampling method was adapted for the study and those who met the inclusion criteria and willing to participate in the study.

Data Collection methods, instruments;

The tool consists of section-A & section-B.

Section-A consists of demographic variables includes students' and parents' information (age, academic level, marital status, no of children, Number of courses in previous semester, place of residence, time to reach college, member who motivate from me to study, involvement in class activities, self-confidence, order of birth, no of family members, parent's education, income and CGPA).

Section-B; Consists of three parts; Part I; The Academic Motivation Scale original was developed by Vallerand et al. (1992) with 28 items, and the scale was modified by the researcher according to the expert's opinion. The scale consists of 15 items on a 5-point Likert scale ranging from "does not correspond at all" scored as 1 to "corresponds exactly scored as 5. The scoring interpretation consists of the students who scored between 15 and 45 as having negative motivation and those who scored between 46 and 75 as having positive motivation. Reliability for the scale was 0.87.

Part II; consists of a 14-item **perceived stress scale** Cohen, Kamarck, & Mermelstein, 1983). It consists of 10 statements related to stress and uses a five-point Likert scale with the following responses: 1 (strongly disagree), 2 (agree), 3 (neutral), 4 (agree), and 5 (agree). Scores range from 0 (low stress) to 4 (high stress). The scoring was interpreted as low

stress (scores 0–20), moderate stress (scores 21–30), and high stress (scores 31–40). The scale internal consistency reliability was (α=0.78)

Part III: The Rosenberg self-esteem scale (Rosenberg, 1965) consists of 10 statements. The study subjects' responses were recorded on a four-point Likert scale as follows: strongly agree to strongly disagree. The subjects were recorded, and the following responses were noted: 1 (strongly disagree), 2 (disagree), 3 (agree), and 4 are the responses for "strongly agree." The scoring interpretation was categorized as 10–25 with low self-esteem, 26–29 with medium self-esteem, and 30–40 with high self-esteem. The scale was found to be highly reliable (α = 0.883).

Data Collection;

Data was collected after obtaining consent from all subjects. The Google survey forms link was sent to the students and consent was obtained to participate in the study. All participants maintained confidentially and anonymity. Each participant data was collected using google survey form link.

Validity and reliability;

The content validity of the tool in english version was validated by two experts from medical-surgical nursing, department of psychology and modifications were performed according to the expert's suggestions and opinions. During a pilot study, the tool's parts were examined for reliability using Cronbach's alpha test on ten students.

Ethical Considerations;

Permission was obtained from the relevant authorities, including the research unit and the Institutional Review Board (IRB). The study title, purpose, and methodology were submitted to IRB for approval to ensure adherence to ethical standards and guidelines. The research team fully informed the participants about the purpose of the study. All participants were provided with detailed information and were asked to give their informed consent before participating. They were assured that their participation was completely voluntary, and they had the right to

withdraw at any point without any negative consequences or impact on their academic standing. Confidentiality and anonymity of participants were maintained throughout the study.

Data analysis and interpretation;

The collected data were analyzed using descriptive statistics like mean and frequency and the relationship of academic motivation, stress, and self-esteem towards academic achievement assessed through spearman's correlation test.

Results

Table-1 shows that the frequency and percentage of Socio-demographic variables among nursing students. With regard to the age, the majority of the participants are between 20-23 years old, with 60.55% of the group in the 22-23 age range. A large majority of participants (87.2%) are at Level 10, while only 12.8% are at Level 9. All participants (100%) have GPAs in the range of 2.15 to 4.15, indicating a focus on a certain academic range, but there is no further breakdown within this range. Most individuals are single (75.22%), with a small portion married (22.01%), and a very few divorced (2.8%). The majority (92.7%) do not have children, while a small number (7.3%) have children. Most students took three courses in the previous semester (61.46%), with 36.69% taking four courses, and a very small percentage (1.83%) taking more than four courses. Most students live in urban areas (78%), while 22% live in rural areas. The majority of participants (78.9%) have a commute time of 30 minutes to college, with 15.6% taking one hour, and 5.5% taking more than one hour. The primary motivator for most students is family (57.8%), followed by friends (28.4%). Fewer are motivated by colleagues (9.2%) or teachers (4.6%).

The parental background data reveals important information. In regard to the educational status of fathers, 2 (1.8%) had no formal education and 15 (13.8%) had primary education. 38 (34.9%) had secondary education. Nearly 54 (49.5%) of them were reported as graduates. With regard to the mothers' educational status, 3 (4.6%) of them had formal

education, 12 (11%) had primary education, and 27 (24.8%) had secondary education. The majority of mothers—65 (59.6%) of them graduated. Regarding whether family income is enough or not, in this statement, 87 (79.8%) of them answered yes and 22 (20.2%) stated no. In regard to whether their income was not enough, the majority of them (29.6%) said yes, and 80 (73.3%) responded not enough.

Concerning the number of courses in the previous semester, 67(61.46%) of them have 3 courses, 40 (36.69%) responded as 4 courses, and only 2 (1.83%) students responded they are studying more than 4 courses. About their place of residence, most of them resided in urban areas, and only 22% of them were from rural areas. When it was time to reach college, most of the students (78.9%) reached college within 30. With the member who motivates me to study, the highest percentage of 63 (57.8%) of the students mentioned their family member, and also in the involvement of class activity, 70 (64.2%) of them responded yes. Regarding their self-confidence, most of the students accepted. There were 25 (22.9%) students whose order of birth was third, and the number of family members was also highest; most of the students responded at 68 (62.38%). About their health status, 100 (91.7%) stated that they don't have any health issues.

Table-2 depicts that the frequency and percentage of academic motivation among nursing students. Participants were asked to rate their level of agreement on a scale ranging from 1 (does not correspond at all) to 5 (responds exactly) for each of the 15 statements. The data showed that the students had interesting patterns toward academic motivations. According to the statement "Because I want to have 'the good life' later on," the participants responded with 88 (34.9%), the highest percentage of agreement related to moderate achievement. This statement suggests that many students are driven by the desire for a better future. Additionally, the second statement, "Because I think that a college education will help me better prepare for the career I have chosen," received 53 (48.6%), highlighting the importance of career preparation in students' motivations. On the other hand, the statement "I can't see why I go to college, and frankly, I

couldn't care less" had the highest percentage (40.4%) of respondents, indicating that it does not correspond at all to their motivation. This suggests that a considerable portion of participants may lack a clear understanding of their motivations for pursuing higher education. Other statements that received notable agreement include "to obtain a more prestigious job later on with a better salary." 58 (53.2%) of them correspond exactly. About the statements "Because this will help me make a better choice regarding my career orientation," 47 (43.1%) responded with high scores, and "To prove to myself that I am capable of completing my college degree," 33 (30.3%). The overall scores were high, so the findings demonstrate diverse motivations among the students. Some are driven by the desire for a better future and career preparation, while others may lack clarity in their motivations. These insights can help educational institutions and representatives of policymakers design interventions and support structures to enhance students' academic commitment and achievement.

Table-3; depicts that the frequency and percentage of perceived stress among nursing students.The Perceived Stress Scale (PSS) was used to assess participants'perceived stress levels over the past month. Participants were asked to indicate the frequency with which they experienced specific feelings or thoughts related to stress by marking the corresponding box on a scale ranging from" Never "to" Very Often ".The results revealed that a significant percentage of participants reported experiencing certain stress-related feelings frequently. Specifically, 53(48.6%) of respondents felt upset because of unexpected events, 51(46.8% felt unable to control important aspects of their lives, and 33(30.3%) of them were felt nervous and stressed. In terms of positive experiences, 48(44%) of students felt confident about their ability to handle their personal problem, and 58(53.2%) felt that that things were going on their way. Ffurthermore, 59(54.1%) of respondents reported that they are not cope with all the things and 54(49.5%) felt angered by circumstances beyond their control. And 54(49.5%) of them were perceived anger because of things that were outside of their control. These findings highlight the prevalence and varying degrees of perceived stress among

the participants, emphasizing the need for effective stress management strategies. Table-4 depicts that the frequency and percentage of self-esteem among nursing students.The Rosenberg Self-Esteem Scale (RSE) was used to measure the students' general feelings about themselves. Participants were asked to indicate their level of agreement or disagreement with specific statements by marking the corresponding box on a scale ranging from "strongly disagree" to "strongly agree." The results showed that a significant percentage of participants expressed satisfaction with themselves, with 38 (34.9%) strongly agreeing and 54 (49.5%) agreeing with the statement, "On the whole, I am satisfied with myself." Conversely, six (5.5%) of them strongly disagreed with the statement. Furthermore, a considerable number of respondents expressed occasional feelings of inadequacy or worthlessness. For instance, 33 (30.3%) of them agreed with the statement "At times, I think I am no good at all," while 12 (11%) of them strongly agreed that they are not good all the time. On the other hand, a majority of participants (55.5%) felt that they possessed positive qualities and were able to perform as well as others. Specifically, 40 (36.7%) strongly agreed that they have several good qualities, and 43 (39.4%) of them strongly agreed that they can do things as well as most other people. An additional 56 (51.4%) agreed that they feel like a person of worth, at least on an equal plane with others. However, 44 (40.4%) of participants disagreed and expressed occasional feelings of uselessness or failure. For instance, 34 (31.2%) agreed with the statement "I certainly feel useless at times," while 44 (40.4%) agreed that they are inclined to feel like failures. Nonetheless, 43 (39.4%) of them strongly agreed that they take a positive attitude toward themselves. These findings provide insights into participants' self-esteem levels and highlight the complex nature of self-perception among the respondents.

Correlation coefficients between the independent variables are academic motivation, stress, and self-esteem and academic performance were examined. The data revealed a positive correlation between academic motivation and academic performance, with a coefficient of 0..629This suggests that higher levels of academic motivation are associated with better academic performance. In contrast, stress showed a positive correlation coefficient of 0.204, indicating that higher levels of stress were moderately associated with lower academic performance. This suggests that increased stress levels may have a negative impact on academic achievement. Furthermore, self-esteem exhibited a weak positive correlation of 0.067 with academic performance, implying that higher levels of self-esteem were slightly associated with better academic performance. These findings suggest that while academic motivation and self-esteem may have a small positive influence on academic performance, stress may have a more significant negative effect. It is important to note that correlation does not imply causation, and other factors not considered in this analysis may contribute to academic performance

Figure-3; shows that there were 98(89.90%) students have positive motivation and 11(10.09%) students have negative motivation. Self-esteem among nursing students were assessed through Rosenberg self-esteem scale. The results were 30(27.52%) students have low esteem and 45(41.28%) students have medium level of self-esteem and 34(31.19%) students have high level of self-esteem. The level of perceived stress among nursing student also assessed. In relation to stress, there was 30(27.52%) of the students have low stress and 73(66.97%) of students have moderate stress and 6(5.50%) of students have high stress. There is no association between psychosocial factors with selected demographic variables.

Table-1; Frequency and percentage of Socio-demographic variables among nursing students

S. No	Demographic variables	Frequency	Percentage (%)
1.	**Age in years** **20-21** **22-23**	66 43	60.55% 39.45%
2.	**Academic level**		
	Level 9	14	12.8%
	Level 10	95	87.2%
3.	**GPA** -4.15-2.15	109	100%
4.	**Marital status**		
	Single	82	75.22%
	Married	24	22.01%
	Divorced	3	2.8%
	Widow	0	0%
5.	**Children**		
	Yes	8	7.3%
	No	101	92.7%
6.	**No. Of course previous semester**		
	3	67	61.46%
	4	40	36.69%
	More than	2	1.83%
7.	**Place of residence**		
	Rural	24	22%
	Urban	85	78%
8.	**Time to reach college**		
	30 minutes	86	78.9%
	One hour	17	15.6%
	More than one hour	6	5.5%
9.	**Member who motive me for study**		
	Family member	63	57.8%
	Colleagues	10	9.2%
	Friends	31	28.4%
	Teachers	5	4.6%
10.	**Involvement in class activity**		
	Yes	70	64.2%
	No	39	35.8%
11.	**Self confidence**		
	Yes	100	91.7%
	No	9	8.2%
12.	**Order of brith**		
	First	22	20.2%
	Second	18	16.5%
	Third	25	22.9%
	Fourth	7	6.4%
	Others specify	37	33.9%
13.	**No of family members**		
	2-7	68	24.8
	8-12	41	37.6
14.	**Do you have any health issues**		
	Yes	9	8.3%
	No	100	91.7

Parenteral Background
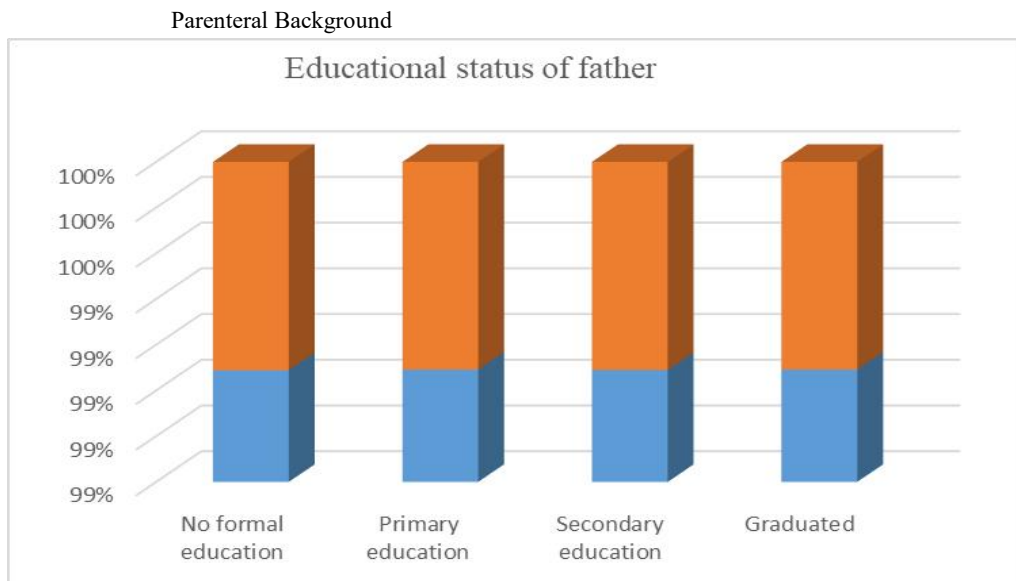
Figure;1 Frequency and distribution of Educational status of Father
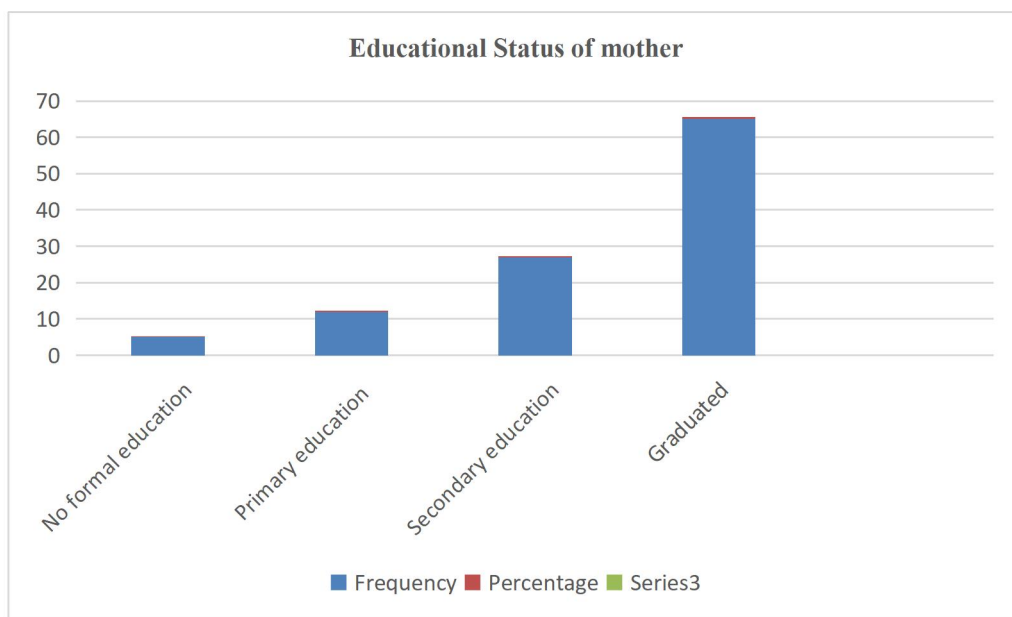
Figure;2 Frequency and distribution of Educational status of Mother

Table:2; Frequency and percentage of Academic motivation among nursing students

S.No	Statements	Does Not Correspond at all-1	Correspond a little-2	Corresponds Moderately-3	Corresponds a lot-4	Correspond Exactly-5
1	Because with only a high-school degree I would not find a high-paying job later on	14(12.8%)	15(13.8%)	38(34.9%)	21(19.3%)	21(19.3%)
2	Because I think that a college education will help me better prepare for the career I have chosen	5(4.6%)	6(5.5%)	27(24.87%)	18(16.5%)	53(48.6%)
3	For the pleasure I experience while surpassing myself in my studies	7(6.4%)	9(8.3%)	50(45.9%)	24(22%)	19(17.4%)
4	To prove to myself that I am capable of completing my college degree	6(5.5%)	12(11%)	29(26.60%)	29(26.60%)	33(30.3%)
5	In order to obtain a more prestigious job later on with better salary	4(3.7%)	6(5.5%)	25(22.92%)	29(26.60%)	45(41.3%)
6	For the pleasure I experience when I discover new things never seen before.	6(5.5%)	14(12.8%)	25(22.9%)	32(29.4%)	32(29.4%)
7	For the pleasure that I experience while I am outstanding myself in one of my personal accomplishments	7(6.4%)	11(10.1%)	32(29.4%)	26(23.9%)	33(30.3%)
8	Because of the fact that when I succeed in college I feel important	8(7.3%)	5(4.6%)	37(33.9%)	25(22.9%)	34(31.2%)
9	Because I want to have "the good life" later on.	6(5.5%)	5(4.6%)	24(22.01%)	16(14.7%)	58(53.2%)
10	For the pleasure that I experience in broadening my knowledge about subjects which appeal to me.	9(8.3%)	9(8.3%)	32(29.4%)	30(27.5%)	29(26.6%)
11	Because this will help me make a better choice regarding my career orientation	4(3.7%)	4(3.7%)	24(22.01%)	30(27.5%)	47(43.1%)
12	I can't see why I go to college and frankly I couldn't care less.	44(40.4%)	20(18.3%)	27(24.8%)	10(9.2%)	8(7.3%)
13	For the satisfaction I feel when I am in the process of accomplishing difficult academic activities.	7(6.4%)	10(9.2%)	36(33%)	32(29.4%)	24(22%)
14	To show myself that I am an intelligent person	3(2.8%)	11(10.1%)	30(27.5%)	33(30.3%)	32(29.4%)
15	Because I believe that a few additional years of education will improve my competence as a worker.	6(5.50%)	11(10.1)	32(29.4%)	25(22.9%)	35(32.1%)

Table-3;   Frequency and percentage of Perceived Stress among nursing students

| S.No	Statements related to perceived stress	Never 0	Almost Never 1	Sometimes 2	Fairly Often 3	Very Often 4
1	In the last month, how often have you been upset because of something that happened unexpectedly?	6(5.50%)	10(9.2%)	53(48.6%)	24(22)	16(14.7)
2	In the last month, how often have you felt that you were unable to control the important things in your life?	6(5.50%)	15(13.8%)	51(46.8%)	17(15.6%)	20(18.3%)
3	In the last month, how often have you felt nervous and "stressed"?	5(4.6%)	5(4.6%)	37(33.9%)	33(30.3%)	29(26.60%)
4	In the last month, how often have you felt confident about your ability to handle your personal problems?	4(3.7%)	10(9.2%)	48(44%)	32(29.4%)	15(13.8%)
5	In the last month, how often have you felt that things were going your way?	5(4.6%)	15(13.8%)	58(53.2%)	21(19.3%)	10(9.2%)
6	In the last month, how often have you found that you could not cope with all the things that you had to do?	9(8.3%)	13(11.9%)	59(54.1%)	21(19.3%)	7(6.4%)
7	In the last month, how often have you been able to control irritations in your life?	7(6.4%)	11(10.1%)	54(49.5%)	27(24.8%)	10(9.2%)
8	In the last month, how often have you felt that you were on top of things?	10(9.2%)	11(10.1%)	50(45.9%)	26(23.9%)	12(11%)
9	In the last month, how often have you been angered because of things that were outside of your control?	6(5.5%)	14(12.8%)	54(49.5%)	24(22%)	11(10.1%)
10	In the last month, how often have you felt difficulties were piling up so high that you could not overcome them?	13(11.9%)	23(21.10%)	50(45.9%)	16(14.7%)	7(6.4%)

Table-4; Frequency and percentage of self-esteem among nursing students;

S.No	Statements related to self-esteem	Strongly agree-4	Agree-3	Disagree-2	Strongly disagree-1
1	On the whole, I am satisfied with myself.	38(34.9%)	54(49.5%)	11(10.1%)	6(5.50%)
2	At times I think I am no good at all	12(11%)	33(30.3%)	39(35.8%)	25(22.9%)
3	I feel that I have a number of good qualities	40(36.7%)	55(50.5%)	6(5.5%)	8(7.3%)
4	I am able to do things as well as most other people.	43(39.4%)	56(51.4%)	5(4.6%)	5(4.6%)
5	I feel I do not have much to be proud of.	15(13.8%)	29(26.6%)	35(32.1%)	30(27.5%)
6	I certainly feel useless at times.	16(14.7%)	34(31.2%)	39(35.8%)	20(18.3%)
7	I feel that I'm a person of worth, at least on an equal plane with others.	32(29.4%)	56(51.4%)	18(16.5%)	3(2.8%)
8	I wish I could have more respect for myself.	30(27.5%)	38(34.8%)	21(19.2%)	20(18.3%)
9	All in all, I am inclined to feel that I am a failure.	12(11%)	24(22%)	44(40.4%)	29(26.6%)
10	I take a positive attitude toward myself.	43(39.4%)	54(49.5%)	8(7.3%)	4(3.6%)

Table-5; Correlation of independent variables (academic motivation, stress, self-esteem) related to academic performance

Independent Variables	rs(Pearson correlation coefficients)	P
Academic Motivation	.629	.452
Stress	.076	.204
Self esteem	.067	.891

rs < 1 indicates positive correlation
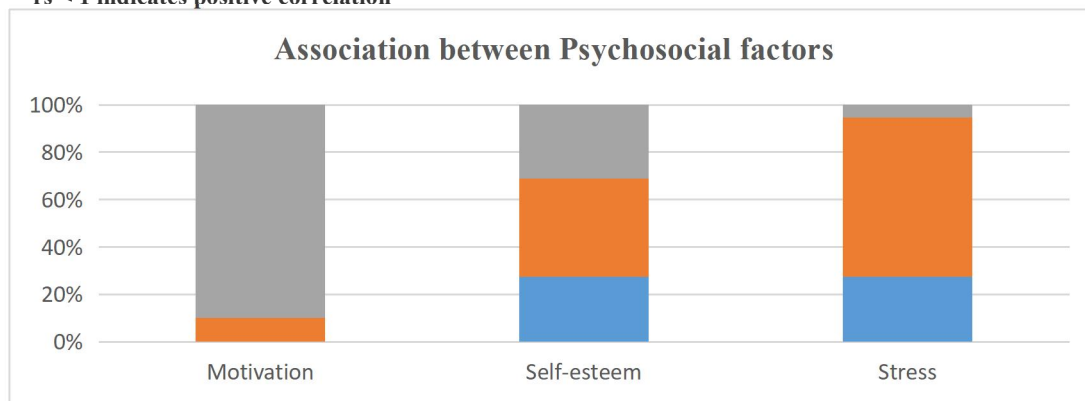
Figure; 3 Association between Motivation, Self-esteem, Stress

Discussion;

There were 98(89.90%) students have positive motivation and 11(10.09%) students have negative motivation. According to the self-esteem among nursing students were assessed through Rosenberg self-esteem scale. The results was 30(27.52%) students have low esteem and 45(41.28%) students have medium level of self-esteem and 34(31.19%) students have high level of self-esteem. To assess the level of perceived stress among nursing student. In relation to stress, there was 30(27.52%) of the students have low stress and 73(66.97%) of students have moderate stress and 6 (5.50%) of students have high stress.

Similar study results findings were shown by **Almansour, A. M. (2023).** conducted the study regarding self-esteem among nursing students in Saudi Arabia. The findings revealed that 265 students (76.6%) had moderate self-esteem levels, 53 students (15.3%) had low self-esteem, and 28 students (8.1%) had high levels of self-esteem. The study results were contrast with the present study.

Current study results findings correlate with the similar findings of the study done by **Song, H. et al. (2023).** The study results findings show that there was a substantial positive association was discovered between adjustment and self-esteem among first year nursing students.

Çakar, F. S., & Tagay, Ö. (2017). studied self-esteem in nursing students and reported that about 30% of participants had low self-esteem, similar to your study's result of 27.52%. The majority had medium to high self-esteem, with similar distributions to your findings (41.28% medium and 31.19% high.

Examination of self-esteem in relation to socio-demographic variables resulted in statistically significant correlations with the year of study, physical health, psychological health, and father's education (p <0.05). In present study there was no association between psychosocial factors with demographic variables.

The present study also conducted with the nursing students regarding psychosocial factors and self-esteem. A similar study was conducted by **Hanklang, S., Kathalae, D., & Chumchai, P. (2022)** with 767 nursing students from three Thai nursing colleges. The Counseling Center Assessment for Psychological Symptoms and the Rosenberg Self-Esteem Scale were among the tools used. The suggested model was investigated using path model analysis and the maximum likelihood approach. The findings showed that the academic performance of nursing students was connected to family difficulty, emotional negativity, substance use, and self-esteem. The model showed strong match, according to the results of path analyses.

The similar results of the present study also done by **Karami et al. (2016),** found that nursing students in Iran also showed a high level of motivation (around 85%), with only a small portion (about 10%) reporting low or negative motivation. This is comparable to the 10.09% of students in your study reporting negative motivation.

A study by **Stowe et al. (2020)** found that around 70% of nursing students reported moderate levels of stress, which closely mirrors your finding of 66.97%. The study also reported a small percentage of students (5-10%) experiencing high levels of stress, which aligns with your result of 5.50%.

Mathisen, (2024) conducted a research regarding Associations between psychosocial work environment factors. The study results of Self-esteem about socio-demographic variables shown an insignificant association with age, marital status, gender, socioeconomic levels, family type, family income and residence, there was statistically significant suggestion was established between the students were studying in current degree year and self-esteem levels.

This range of self- esteem levels seems healthy for the students and allows them to maintain steady progress toward growth and improvement.

Research by **Altaweel, (2023)** study results showed that the majority of the participants (76.6%) had a moderate level of self-esteem, which is similar to most studies that stated an average of 80% of students have a moderate level of self-esteem. current research study determined that nursing students with normal self-esteem levels were also suffering from depression and anxiety. The junior students were found to have severe depression and anxiety symptoms with low self-esteem levels.

In another study conducted by **Banappagoudar, S., (2022)** regarding students' self-esteem the results of the study also coincides the result of the current study findings. In their study, findings there were 2.9% of students have high self-esteem, 73.3 percent have normal self-esteem, and only 23.8% of students have low self-esteem.

The current study results similar to the research done by **Amrai, K., (2022)** the purpose of this study was to explore the correlation between academic achievement and academic motivation among Tehran University students. The study results show that there was a positive relationship between motivation and academic achievement among students.

Conclusion:

The investigator concludes that most of the students have positive motivation, medium level of self-esteem and moderate level of stress. So. the research hypothesis was accepted that there was a relationship between psychosocial factors such as academic motivation, perceived stress, self-esteem and nursing students' academic performance. The nursing students they will cope up with any problems in their life, even though the teachers and health care professional support is essential for them to become healthy nurses to serve their future patients.

Limitations;

The sample size of the study was limited.

The study was conducted on only B.Sc. nursing students.

Recommendations;

Comparison research may be done to discover changes in student nurses' self-esteem as a

result of their experience in various settings.

Recommend to do this study as qualitative research.

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Conflict of interest

The authors have no conflict of interest to declare.

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