Students' Self Concept and Personalities with their Academic Achievement in Technical Health Institutes at Suez City

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ABSTRACT

Background: Self-concept associated with cognitive aspects of self-knowledge, which would include all types of cognitive activity and content (concepts, percepts, images, judgments, reasoning, amnesic schemas, etc.). *Aim:* the aim of the study was to determine the relationship between students' self-concept and personality with their academic achievement in Technical Health Institutes at Suez city. *Subject and Methods:* The current study utilized a descriptive correlational design. The study population included all students of Health Institute at Suez City with a total numbers of 120 from nursing students and used three tools: Academic Achievement Questionnaire Sheet, Self-concept scale, the Big Five Personality Inventory and a personal questionnaire sheet was added. *Results:* Positive correlation between self-concept and academic achievement grades **(96.7%)** had a (good) &that there was a negative correlation between academic achievement grades and personality type. While **(66.7%)** had (pass) grades. *Conclusions:* The most of the nursing students had positive self-concept. Furthermore, there was a positive correlation between self-concept and academic achievement grades. The most of the nursing students that had (excellent) and (very good) grades were an openness personality type. Finally, there was a negative correlation between academic achievement grades and personality types. *Recommendations***:** The students should be exposed to motivational talks and seminars, they should also undergo leadership training where they could build self-confidence, independence and build their self-concept, identity and the team spirit to train them to interact with the people of the community**.**

Key words: Self-concept, personality, academic achievement.

INTRODUCTION:

Self-concept as a hypothetical constructs that help explain and predict an individual's behavior. It included elements of reciprocity, where an individual's actions influence their self-perceptions and perceptions of self, in turn, influences their actions (***Hardy, 2013***). There for the youth who have positive self-concept possess a higher social and emotional compatibility so, the potentiality to make better progress *(Nasir & Lin, 2012)*. Self –concept has significant effect on adjustment and positive mental health. Therefore, very important personality constructs develop and grow out of life experiences. Some studies found that persons with poor self –concept had less satisfactory relationships, more negative attitudes toward illness and more maladaptive coping behaviors *(Rohany, Ahmed, Rozainee& Shahrazad, 2011)*. There for the youth who have positive self-concept possess a higher social and emotional compatibility so, they have the potentiality to make better progress *(Nasir & Lin, 2012)*.

Personality described as "the combination of characteristics or qualities that form an individual's distinctive character". Although we cannot measure it, we only can measure the behaviors that are influenced by it. So, personality, as far as psychologists are concerned is not a tangible, measurable thing at all, but a construct *(Oxford, 2012)*. Rather, it has been suggested that personality may be related to academic attainment because of positive traits that naturally promote academic learning *(Poropat, 2009; Medford, &McGeown, 2012)*.

Indeed, there is some evidence to suggest that self-efficacy and academic motivation mediate the relationship between personality and attainment (***De Feyter, Cars, Vigna, & Bearings, 2012)***. Therefore, personality may predict other factors commonly associated with academic performance, for example, motivation. The needed was to identify the psychological mechanisms that generate the regularities in the behavior described by each dimension *(DeYoung, 2010a; DeYoung, 2010b)***.** The Five Factor model was the most widely used and well-validated taxonomy of personality traits, used five dimensions (the "Big Five") to describe personality: Extraversion, Neuroticism, Agreeableness, Conscientiousness, and Openness/Intellect *(John, Naumann, & Soto, 2008)*.

Academic achievement associated with factors such as parents, peers, teachers and the community. How does it relate to the student's self-confidence and personality? Aspects of personality and self-concepts may affect the academic achievement of students themselves *(Yahaya, Ramli, Boon, Abed Ghaffar, &Zakariya, 2009).* To develop the student's positive self-concept, parents need to provide a safe household climate, full of happiness and have adequate necessities. While teachers in schools also will be necessary to provide a conducive learning environment and be sensitive to the psychological requirements of the students *(Gadeyne, Ghesquiere, &Onghena, 2004).*

Several studies have examined the relationship between self-concept& academic achievement and performance. Most of these studies support the belief that self-concept is an active facilitator of academic achievement and that a positive or negative change in self-concept tends to produce a corresponding change in academic achievement or performance *(Valentine, Dubois, & Cooper, 2004; Yara, 2010).* In short, academic achievement is important because it promotes success later in life and current life **(Areepattamannil& Freeman, 2008).**

SIGNIFICANCE OF STUDY:

The current study helps the female nursing students to explore their personality traits, which may be affect the academic achievement and investigate factors that may have affected the self-concept of female nursing students. These factors include family, social and environmental factors and thus affect the academic achievement. The outcome of this study will encourage students to build self-confidence and self-esteem to have the ability to deal with members of the community. It also motivates school officials to instill the personal excellence and positive self-concept among the female nursing students to be effective.

AIM OF STUDY:

To determine the relationship between students' self-concept and personality with their academic achievement in Technical Health Institutes at Suez city.

Objectives:

1. Clarify the existed type of self-concept.

2. Identify the type of personality among students.

3. Determine the level of academic achievement among students.

4. Find out the relation between self-concept dimensions among the students with academic achievement.

5. Find out the relation between students' self-concept, personalities, and academic achievement.

SUBJECTS AND METHOD:

I. Technical Design

Study design: -   The current study utilized a descriptive correlation design.

Study setting: - The study conducted in the Health Insurance Institute and Ministry of Health Institute at Suez City. The study subjects included all students of Health Institute at Suez City.

Study subjects:-The study subject included all students from all grades in the Health Insurance Institute and Ministry of Health Institute at Suez City with a total number of 120.

Tools of data collection:

Three Tools were used for data collection:

TOOL (I): Self-Concept Scale:

   Barakat (2009) developed it in Arabic language, this tool aims to determine self-concept types, and it contains 32 items. The questionnaire scale formulated in the form of a question, half in the positive direction (1, 2, 5, 6, 10, 11, 13, 14, 17, 19, 20, 21, 24, 26, 27, and 31) and the other half in the negative direction. Each statement rated on a five-point Likert-type scale that ranges from (5 strongly agree, agree, neutral, disagree, and to 1 strongly disagree), where the right screened response granted a degree ranging between (5-1) for positive direction and (1-5) for negative direction. Scores for the total items were summed to determine the type of self-concept. The scores ranged from 32 to 160. The highest degree refers to the positive self-concept, while the lowest represents the negative self-concept.

Scores for the total items were summed to determine the type of self-concept. The total scores ranged from 32 to 160. From statistics analysis, considering the highest

degree with the cut-off point $\geq$ 50% (scores $\geq$ 80) as the positive self-concept and lowest level with the cut-off point < 50% (scores < 80) as the negative self-concept.

TOOL (II): The Big Five-Personality Inventory:

The Big Five-Personality Inventory was developed by **John (2000)** and translated by **Elfaoumy (2011)** to assess the big five dimensions of personality traits (Openness, Extraversion, Agreeableness, Neuroticism, and Conscientiousness). The scale consists of 44 questions with five - point Likert scale. Extraversion questions are 1,6R, 11, 16, 21R, 26, 31R and 36. Agreeableness questions are 2R, 7, 12R, 17, 22, 27R, 32, 37R and 42. Conscientiousness questions are 3, 8R, 13, 18R, 23, 28R, 33, 38 and 43R. Neuroticism questions are 4, 9R, 14, 19, 24R, 29, 34R and 39. Openness questions are 5, 10, 15, 20, 25, 30, 35R, 40, 41R and 44. "R" denotes reversed scored items. Participants' answers using a five-point Likert scale where score 5indicates stronglyagree, while score 1indicates strongly disagree. A higher score indicates the personality trait.

TOOL (III): Academic Achievement Questionnaire Sheet

Academic achievement questionnaire sheet in the form of an interview schedule. It involved the students' academic grades of the study participants classified as excellent, very good, good, and pass. Where the grades of these students obtained from the success reports of the Health Insurance Institute and Ministry of Health Institute.

Additionally, the researcher added a personal questionnaire sheet was added. It included students' characteristics (such as name, age, gender, academic year, family income, residential location, and health status).

II. Operational Design

The operational design included preparatory phase, pilot study and the method of data collection.

Preparatory phase:

This phase included reviewing the literature, mainly related to the theoretical knowledge of various aspects of the study using books, articles, internet periodicals and magazines to develop the tool for data collection.

Pilot study:

The pilot study was carried out on 10% of the included total sample of student nurses from the Technical Health Institutions. The pilot study conducted after the development of the tool and before starting data collection. The purposes of the pilot study were to test the applicability of the research tools, and it served to estimate the time needed to complete the tools. The investigator gives a free time with explanations on how to respond to the items. Based on the findings of the pilot study, no modifications carried out on the tools; it was clear and simple for the students. Students completed the study tools within a period of one and half hour. It conducted on 20 September 2014.

Field of the work:

The actual study was conducted during the academic year 2014-2015 from 11 October 2014 to 20 January 2015, three days each week. Sessions started at 9.30 Am - 2 pm.

A collection of data was performed at the following:

1. Before embarking in the fieldwork, the records of the Institutions number were obtained. Participants have included nursing students from all grades in the Health Insurance Institute and Ministry of Health Institute at Suez City.

2. The researcher met the nursing students in their classrooms and explained to them the purpose of the study, how to complete the study tools and took their oral consent. Students were also informed about their right to refuse to participate in the study, and that their answers were not taken against them, it was used for the purpose of the study only. Also, they were informed that there were no rights or wrong answers; it is just an honest expression of their feelings and behaviors.

3. The researcher distributed the study tools, accompanied by an explanation of the purpose and use of each tool. The students filled with the tools using a self-report technique that allows them to write in their answers by themselves. The researcher was available for any questions from the students. Each student took about 60-90 minutes in filling the tools.

4. After completion, the researcher collected the tools for each student separately to ensure that all statements included in all toolswere completed. Students were then thanked for their cooperation.

III. Administration Design:

Before starting any steps in the study, an official letter was addressed from the dean of the Faculty of Nursing-Port Said University to the technical health institute directors of the identified research settings, requesting their cooperation and permission to conduct the study. Also, after explanation of the study objectives to them, the researcher obtained their written permission. Oral consent was taken from students in the study, after explaining the purpose and the importance of the study.

Ethical Consideration:

Institution permission was taken to carry out the research, the aim of the present study was explained to the nursing student included in the survey, and their authorization to participate was also taken, the nursing student was assured about the confidentiality of the information gathered and that it was used only for the purpose of the study, and nursing students were informed about their right to refuse to participate in the study or withdraw at any time.

IV. Statistical Design:

Data entry and statistical analysis were done using SPSS Version 20.0 statistical software package. Data were presented using descriptive statistics in the form of frequencies and percentages for qualitative variables, and means and standard deviations for quantitative variables. Comparison between different groups regarding categorical variables was tested using the Chi - square test. When more than 20% of the cells have expected count less than 5, correction for chi-square was conducted using Fisher's exact test or Monte Carlo correction. The significance of the obtained results was judged at the 5% level.

RESULTS:

The results in **table (1)**: revealed that most of nursing students were from the Ministry of Health Institute (63.3%), about half of them in the Fifth academic year (50.8%), 45.8% of nursing students had age 19 yrs. with Mean ± SD= (19.07±0.735) year. It is also observed that the majority of students (95.0%) were single; three-quarter of them was from urban areas (75.0%), about two third of them had from one to three (1-3) brothers & sisters (60.0%). It can be noticed that more than half of the students (55.8%) were the medium among their siblings, 70.0% of them reported that their family income was sufficient.

Table (2): reveals that more than half of the health insurance students (52.3%) have (very good) grade, while, 42.1% of the Ministry of Health Institute students obtained the same grades. There are statistically significant differences at <0.001.

Table (3): reveals that the majority of the health insurance institute and ministry of health institute nursing students had a positive self - concept (90.9% and 89.5% respectively). The table indicates that there was no statistically significant relationship found between student self-concept of health insurance institute and the ministry of health institute.

Table (4): the table illustrates that all personality types were found among the studied nursing students except extraversion personality type. The table also reveals most of the nursing students at Health Insurance Institute have openness personality type (52.3%) followed by 31.8% of them have agreeableness personality type, compared to 42.1% of nursing students' Ministry of Health Institute have openness and agreeableness. The table reveals that there was no statistically significant Relationship found between nursing student personality types of health insurance institute and ministry of health institute.

Table (5): shows that the majority of nursing students with (good) grade (96.7%) had positive self-concept. On the other hand, one third of the nursing students with a (pass) grade (33.3%) have negative self-concept, while, only 3.3% of a (good) grade students had a negative self-concept. Regarding relationship between studying nursing student**'s** academic achievement grades and their personality types. Most of the nursing students that had (excellent) and (very good) grades were an openness personality type (58.6% and 47.3 %, respectively), while, 40.0 % of those who had (good) grades their personality traits were openness, while another 40.0 % had an agreeableness personality type. About two-thirds of nursing students had (pass) grades were with agreeableness personality traits (66.7%). There was a negative significant correlation between academic achievement grades and personality type (p =0.031[*])·

Table (1): personal characteristics of the studied nursing students.

Personal characteristics	No =120	%
Technical Health Institutes		
Health Insurance Institute	44	36.7
Ministry of Health Institute	76	63.3
Academic year		
Fourth yrs.	59	49.2
Fifth yrs.	61	50.8
Age		
18 yrs.	28	23.3
19 yrs.	55	45.8
20 yrs.	37	30.8
Mean± S.D	**19.07±0.753**	
Marital status		
Married	6	5.0
Single	114	95.0
Residential location		
Rural	30	25.0
Urban	90	75.0
Number of brothers & sisters		
1-3	72	60.0
4-6	48	40.0
Birth order		
First	26	21.7
Medium	67	55.8
Last	27	22.5
Family income / Month		
Enough	84	70.0
Not enough	36	30.0

Table (2): Distribution of the academic achievement levels of the studied nursing students according to health institutes.

Academic achievement grades	Health Insurance Institute n=44		Ministry of Health Institute n=76		Total= n=120		χ^2	P
	No.	%	No.	%	No.	%		
Excellent	17	38.6	12	15.8	29	24.2	17.342*	<0.001*
Very good	23	52.3	32	42.1	55	45.8		
Good	4	9.1	26	34.2	30	25.0		
Pass	0	0.0	6	7.9	6	5.0		

χ^2: Chi-square test   * statistically significant at p ≤ 0.05

Table (3): Distribution of the self-concept types of the studied nursing students according to health institutes.

Self-Concept types	Health Insurance Institute n=44		Ministry of Health Institute n=76		Total n=120		χ^2	P
	No.	%	No.	%	No.	%		
Positive	40	90.9	68	89.5	108	90.0		
Negative	4	9.1	8	10.5	12	10.0	0.064	1.000

χ^2: Chi square test   * statistically significant at p ≤ 0.05

Table (4): Distribution of the personality types of the studied nursing students according to health institutes.

Personality types	Health Insurance Institute n=44		Ministry of Health Institute n=76		Total n=120		χ^2	P
	No	%	No	%	No	%		
Neuroticism	1	2.3	0	0	1	0.8		
Extraversion	0	0	0	0	0	0		
Agreeableness	14	31.8	32	42.1	46	38.3	3.085	0.361
Conscientious-ness	6	13.6	12	15.8	18	15.0		
Openness	23	52.3	32	42.1	55	45.8		

χ^2: Chi-square test   * statistically significant at p ≤ 0.05

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Table (5): Relationship between studying nursing student academic achievement grades and their self-concept

Items	Academic achievement grades n=120								χ^2	p
	Excellent n = 29		Very good n = 55		Good n = 30		Pass n = 6			
	No.	%	No.	%	No.	%	No.	%		
Self-Concept Types Positive Negative	26 3	89.7 10.3	49 6	89.1 10.9	29 1	96.7 3.3	4 2	66.7 33.3	$\chi^2=$ 4.728	0.159
Min.-Max.	85.51-89.65		75.00 - 83.90		65.17 - 74.71		52.87 - 62.64			
Mean ± S.D	87.25 ± 1.01		77.77 ± 2.33		69.99 ± 3.08		58.91 ± 3.40		**r =** 0.024	0.798
Personality Types Extraversion Agreeableness Neuroticism Conscientiousness Openness	0 10 0 2 17	0 34.5 0 6.9 58.6	0 20 1 8 26	0 36.4 1.8 14.5 47.3	0 12 0 6 12	0 40 0 20 40	0 4 0 2 0	0 66.7 0 33.3 0	$\chi^2=$ 11.878	0.192
Min.-Max.	85.51 - 89.65		75.00 - 83.90		65.17 - 74.71		52.87 - 62.64			
Mean± S.D	87.25 ± 1.01		77.77 ± 2.33		69.99 ± 3.08		58.91 ± 3.40		**r =** -0.197	0.031*

χ^2: Chi square test   r: Pearson coefficient   *statistically significant at $p \leq 0.05$

DISCUSSION:

The results of the current study indicated that most of the health insurance students have a (very good) grade. This finding might be because they received good attention and care, and high appreciation from their peers, parents and the students around them; enabling them to improve their self-concept and have a positive influence on their learning process. This result is consistent with *Azizi andLatif (2005),* who studied the relationship between self-concepts, personality and students' academic performance in secondary school in Malaysia and found that only a minority of the students is excellent achievers and a minority of them performed less than satisfactory.

In the same line, ***Gay, Ratelle, Soy and Litalien (2010),*** studied the relation between academic self-concept and academic performance junior high school students in Ghana and found that students who perceived themselves as academically competent obtained higher grades because their academic self-concept led them to be more autonomously motivated at school.

This positive self-concept might be due to the good relationship between them and the students around. This result was in agreement with ***Yilmaz (2014),*** who studied academic self-concept and motivation as predictors of academic achievement in South Africa. They reported that have positive self-concept is one of the most vital elements for student success, and because self-concept is both a personal and a motivational variable, its overall contribution to the variance of academic achievement should be high, individuals. Therefore, its seem to be more confident and motivated to perform in a manner consistent with their self-concept contends that.

Regarding the relation between the studied nursing student academic achievement grades and their personality types, the present study revealed that most nursing students who had (excellent) and (very good) grades were an openness personality type. These results might be because they have people loved to implement new ideas and innovation of other things more exciting. These results supported by ***Caprara, Vecchione, Alessandri, Gerbino and Barbaranelli (2011),*** who studied the contribution of personality traits and self-efficacy beliefs to academic achievement in British and reported that have the significant impact of openness on academic achievement in earlier (eighth) rather than later (thirteenth) grades**.**

The relation between the academic achievement grades of nursing students with their types of health institutes revealed that most nursing students who had an (excellent) grade were from the health insurance institute. This finding might be because the nursing students have become more committed and keep track of more teachers for subjects and received good attention and care.This observation confirmed by ***Adeyemi, 2010; Yala and Wanjohi (2011),*** who studied teacher factors influencing students' academic achievement in secondary schools in Kenya and found that have teachers' experience and professional qualifications were the prime predictors of students' academic achievement.

The relation between the academic achievement grades of nursing students with their family income revealed that the majority of the nursing students with (excellent) grades reported that their family incomes were sufficient, while, a minority of those who had (passed) grades suffer from insufficient family incomes. This finding might be due to the availability of material resources that prevent students from working while studying.

This result was consistent with (***Ali, Haider, Munir, Khan, & Ahmed, 2013***)**,**who studied the factors contributing to the students' academic performance of Islamic University Sub-Campus. They stated the correlation analysis shows the age, income and hour have a significant role in improving the student performance of graduate students.These results were in agreement with ***Hansen and Mastekaasa (2006),*** who studied social origins and academic performance at Oxford University in Press, and who reported lower socioeconomic status negatively affects academic achievement because low socioeconomic status prevents access to vital resources and creates additional at home.

The present study postulated that most of the nursing students that had a positive self - concept were from urban areas. This result might be because we are more conscious of the benefits of education, communicated this knowledge to their institute going nursing students, and inspired them to aspire to see themselves as academically capable. Perhaps, this invariably served as a motivator to the students in urban to see themselves as more academically capable and competent than their counterparts in rural. This finding supported by ***Nuthanap (2007),*** who studied gender analysis of academic achievement among high school students in India and found that students in rural schools had a higher self-concept than their counterparts in urban schools.

On the same line, ***Muola (2010),*** studied the relationship between achievement motivation and home environment among standard eight pupils in Kenya and found that no significant difference in academic achievement of rural and urban students. This result was inconsistent with ***Ferguson (2009),*** who analyzed the family structure and the academic achievement of

The current results illustrated that most of the ministry of health institute students has an openness personality type. These observations might be because they have people loved to implement new ideas and innovation of other things more exciting. In the same line, *Tsao and Chang (2010),* who found the relationship between neuroticism, extraversion, and openness and the health institute? This result was in contrast with *Orvis, Brusso, Wassermann and Fisher (2011),* who reported more structured learning to students who are low on openness to maximize their learning.

The present study postulated that the majority of nursing students who had a neuroticism personality type were from the health insurance institute. These results might be interpreted by that neuroticismaccompanied by anxiety and other fears, doubts and other problems that weaken academic performance in students suffering these disorders and lack of students' attendance regularly. *Mowen (2000),* who studied Paradigm shift to the integrative big five-trait taxonomy, who found a significant correlation between agreeableness and neuroticism, and Institute, supported this finding.

On the contrary, *Caprara, Vecchione, Alessandri, Gerbino and Barbaranelli (2011),* studied the contribution of personality traits and self-efficacy beliefs to academic achievement, who found the openness, agreeableness, emotional and extraversion instability with academic success.

The relation between the studied nursing students' personality types with their residential location revealed that majority of the nursing students that had neuroticism personality types were from urban areas. It is because they have this invariably served as a motivator to the students in urban to see themselves as more academically capable and competent than their counterparts in rural this finding. This observation was in agreement with *Yadav and Yadav (2010),* who reported that the area of residence affects the personality of high school students. On the contrary, *Khalane &Borse (2010)* studied the influence of parent-child relationship with the personality of single and sibling child in India and found no impact on the area of residence on the personality types.

At the end this study, the results have revealed that the majority of the studied nursing students with openness personality types reported that their family incomes

were sufficient. Perhaps the availability of good income leads to the emergence of an open personality has aspirations in large.

In a similar manner, ***Laidra et al. (2007)***, studied the personality and intelligence as predictors of academic achievement through a cross-sectional study from elementary to secondary school in Estonia and reported an academic performance is positively associated with openness to experience.

Future research, first, should include the views of all the elements involved in academic progress by supporting and motivating female nursing students in vocational institutes to study concepts of self-concept and identifying their own personality through training courses by scientific institutions and encouraging parents to develop the proper personality of their children.

CONCLUSION:

Based on the results of the present study, it can be concluded that*:*

Most of the nursing students had a positive self-concept. This level of positive self-concept does have an effect on the students' academic achievements. Thus, the degree of positive self-concept helps students in achieving excellent results. Furthermore, there was a positive correlation between self-concept and academic achievement grades. Most of the nursing students that had (excellent) and (very good) grades were an openness personality type and (pass) grades were with agreeableness personality traits**.** Finally, there wasnegative correlation between academic achievement grades and personality types.

RECOMMENDATIONS:

The nursing students should be exposed to motivational talks, they should also undergo leadership training where they could build self-confidence, independence and build their self-concept, identity and the team spirit to train them to interact with the people of the community, academic counselors should organize guidance programs such as workshops, symposia, and public lectures periodically for high nursing school students to equip them with the needed skills to enhance their self-concept and the nursing school need to encourage students towards instilling superior personality, a positive self-concept, to achieve excellent academic achievement.

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العلاقة بين مفهوم الذات للطالبات وشخصيتهم بالتحصيل الأكاديمي في المعاهد الفنية الصحية في مدينة السويس

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الـخـلاصـة

الدراسة الحالية دراسة وصفية ذات العلاقة. وهذه الدراسة تمت في المعاهد الفنية الصحية بمدينة السويس (المعهد الفني الصحي بالتأمين الصحي والمعهد الفني الصحي بوزارة الصحة) حيث تم أخذ جميع الطالبات في المرحلتين (الرابعة والخامسة) والبالغ عددهن 120 طالبة تمريض. وقد أسفرت نتائج البحث على أن هناك ارتباط إيجابي بين مفهوم الذات والأنجاز الأكاديمي بنسبة **(96.7%)** حيث كانتا حاصلات على تقدير جيد، بينما كان هناك ارتباط سلبي بين الأنجاز الأكاديمي ونوع الشخصية لدى طالبات التمريض والحاصلات على تقدير مقبول وذلك بنسبة **(66.7%). بناء على نتائج الدراسة:** أوصى بتحفيز الطالبات على حضور الحلقات الدراسية وتدريبهن على أساليب القيادة حتى يكون لهن القدره على بناء الثقة بالنفس واحترام الذات ليكون لهن القدره على التعامل مع أفراد المجتمع وتشجيعهن على تطوير ثقتهن بأنفسهن وفى دراستهن. كما يجب على المستشارين الأكاديميين أن ينظموا برامج توجيه للطالبات والتي تشمل (الورش والندوات والمحاضرات) وذلك بشكل دوري على أن تكون مجهزه بالمهارات المناسبة والتي تعمل على تحسين المفهوم الذاتي للطالبات.

الكلمات المرشدة : مفهوم النفس ومفهوم الشخصية والتقدم الأكاديمي.