A STUDY OF THE RELATIONSHIP BETWEEN SELF-ESTEEM AND ACADEMIC ACHIEVEMENT IN MEDICAL STUDENTS OF SARI MEDICAL COLLEGE

PEZHMAN HADINEZHAD[*1], ABBAS MASOUDZADEH[2]

*[*1]Psychiatric Assistant, psychiatry and behavioral research center, Mazandaran University of Medical Sciences*
[2]Associate Professor of Psychiatry, psychiatry and behavioral research center, Faculty Member of Mazandaran University of Medical Sciences

ABSTRACT

The foundation of a healthy society is intellectually and physically healthy people. A society in which people do not have an appropriate level of physical and intellectual health, will not be a healthy society. However, in the meantime, medical students must be in a good condition in terms of mental health. A doctor who suffers from depression, anxiety, or addiction will never be able to fulfill his important task in society. A society in which the educated class, i.e. university students specially a group of the most talented students, i.e. medical students, have low self- esteem, will definitely face with numerous problems. The present study, investigates the relationship between self-esteem and academic achievement in medical students of Sari medical college.

KEYWORD: *Self-esteem, academic achievement, Sari medical college*

INTRODUCTION

The foundation of a healthy society is intellectually and physically healthy people. A society in which people do not have an appropriate level of physical and intellectual health, will not be a healthy society. However, in the meantime, medical students must be in a good condition in terms of mental health. A doctor who suffers from depression, anxiety, or addiction will never be able to fulfill his important task in society. A society in which the educated class, i.e. university students specially a group of the most talented students, i.e. medical students, have low self- esteem, will definitely face with numerous problems. Self- esteem is one of the fundamental and primary needs of human[1]. In other words, self- esteem includes a mental state that prepares a person to react to the expected success, acceptance, and personal determinants. Consequently, self- esteem is as an expression of approval or disapproval of the person about himself. In addition, self- esteem is an evaluation of the available information in the self-imagination, which is derived from all emotions of a person related to what he is. A person's self- esteem is created based on abstract information related to him and mental evaluation about this information. People with low self- esteem have more probability to suffer from academic failure, depression; addiction and anxiety rather than people with high self- esteem[2]. Challenges of student days can provide sources of anxiety for them; as a result, their health will be endangered. A study conducted by Amini and Yousofi showed that male and female students receive anxiety from different sources and how they react to stress is also different[3]. On the other hand, some of experts believe that self- esteem has a weak relation with academic achievement, because if a person does not have a good feeling about himself, it will not have much effect on his academic achievement. However, another group mentions that self- confidence and being a good feeling lead to more attempting to achieve a higher standard and progress[4]. In addition, other experts have doubted the direct relation between these two issues and they believe that average or high self-esteem does not have any important and significant effect on academic performance, but low self- esteem has

preventive effects on perseverance, confidence, and academic performance[5].

MATERIALS AND METHODS

The study is cross- sectional and descriptive. The samples include all the students in basic sciences, physiopathology, and internship degrees who were selected by census. Moreover, the only reason of elimination has been unwillingness of the samples to take part in the study. After receiving the names, students were classified into four groups based on the total average of the terms they have passed:
A) Average higher than 17 (superior group)
B) Average between 13 and 17 (good)
C) Average between 10 to 13 (average group)
D) Average less than 10 (weak group).

Therefore, the students have been categorized in one of the above groups based on the total average obtained during the terms that they have passed (it means the base of academic success). Then, Rosenberg's self-esteem questionnaire (it is a self-conducted questionnaire and includes 10 items that have been named from 1 to 4. The maximum of scores is 40 and the minimum is 10) was distributed among the students of afore- mentioned degrees according to A, B, C, D groups separately. It was so that the samples were unaware of this classification and the researcher had the questionnaires just based on the four- groups and did not know to whom the questionnaire belonged. It means that questionnaires were anonymous. In this questionnaire, validity and reliability have been reviewed in various studies and obtaining higher scores in it is indicative of higher self- esteem. In addition, its Persian translated text was changed to

the final form under the supervision of professors of psychiatry and psychology, and it was completed by 20 students in a preliminary study. Its Cronbach's Alpha coefficient was 0/8. After the final gathering of questionnaires and conclusion of the study, students of different degrees were compared with each other based on total average and the obtained score in the questionnaire. Moreover, the relation of demographic variables including degree, marital status, being a dorm resident or not and gender of each of the groups were reviewed totally. In order to review the relation between self- esteem and academic achievement T and AVOVA (variance analysis) statistical methods have been used to compare the average in two or some groups. In addition, to study the correlation of quality traits together, (chi square) method has been applied. To analyze the data, SPSS software has been used and in order to represent descriptive statistic, mean and confidential interval (95% CI) and related tables and diagrams are used.

RESULTS

According to demographic features of students according to table 1, the total number of studied students is 244, among which 94 students have been male and 219 female. 219 students have been single and 25 married. In addition, 117 students have been studying in basic science degree, 37 physiopathology undergraduates, and 90 internship undergraduates. 115 students have been dorm residents and 129 of them non- dorm residents. Finally, regarding academic achievement, 35 students are in group A, 184 in group B, 22 in group C and 3 in group D.

Table 1
Frequency distribution of students according to degrees, residence,
marital status, gender and academic achievement.

variables			degree		gender		Marital status		residence		Academic achievement			
	Basic science	Physiopathology	clinical	male	female	single	married	dorm	No dorm	A	B	C	D
number	117	37	90	94	150	219	25	115	129	35	184	22	3
percent	(48%)	15/2 %	36/8%	38/5%	61/55	89/9%	10/2%	47/1%	52/9%	14/3%	75/4%	9/1%	1/2%

According to table 2, there was not any significant relation between self- esteem and the variables of degree, marital status, and gender. However, a significant relation was obtained between the residences of students and self- esteem. Therefore, the dorm residents had lower self- esteem in comparison with non- dorm residents (p=0/001). There has been a completely significant relation between the main variable, academic achievement that has been evaluated based on average, with self-esteem (p= 0/00). Therefore, group A (average above 17) has the highest self- esteem, group B (average between 13 and 17) have lower self-esteem, then group C (average between 10 and 13) have less self- esteem. Finally, the lowest self-esteem is related to group D (average less than 10).

Table 2
The relation between self- esteem with degree, residence, marital status, gender, and academic achievement (average)

		Degree		Gender		Marital status		Residence		Academic achievement			
Variable	Basic science	Physiopathology	clinical	male	female	single	married	dorm	Non-dorm	A	B	C	D
Self-esteem	30/5	30/78	29/72	29/83	30/17	29/56	30/09	29/02	30/95	34/17	29/83	26/5	21/33

Table 3
Distribution of the four- groups (average) based on degree, residence, marital status, gender

			A	B	C	D
gender	male	Number (percent)	16 (٪17)	64 (٪68/1)	12 (٪12/8)	2 (٪2)
	female	Number (percent)	19 (٪12/7)	120 ٪80	10 (٪6/7)	1 (٠٪/7)
residence	dorm	Number (percent)	12 (٪10/4)	90 (٪78/3)	10 (٪8/7)	3 (٪2/6)
	Non- dorm	Number (percent)	23 (٧٪17/8)	94 (٪72/9)	12 (٪9/3)	٠ ٠٪
Marital status	married	Number (percent)	6 (٪24)	16 (٪64)	3 (٪12)	٠ (٠٪)
	single	Number (percent)	29 (٪18/2)	168 (٪76/7)	19 (٪8/7)	3 (٪1/4)
degree	Basic science	Number (percent)	16 (٪13/7)	91 (٪77/7)	9 (٪7/7)	1 (٠٪/9)
	Physiopathology	Number (percent)	4 (٪10/8)	26 (٪70/3)	6 (٪16/2)	1 (٪2/7)
	clinical	Number (percent)	15 (٪16/7)	67 (٪74/4)	7 (٪7/8)	1 (٪1/1)

DISCUSSION

In study of Crego et al conducted in Spain in 2016, various factors such as self-esteem, coping mechanisms and their relationship to academic achievement in 275 dental students were studied. The results are as the students with more academic achievement obtain higher scores in self- esteem factors and coping mechanisms[6]. In another study conducted by Debicki et al in 2016, the relation between self- esteem and academic achievement in 307 students was studied and there was a significant relation between high self- esteem and academic achievement[7]. In another study conducted by Hwang et al in Korea in 2016 on 1177 students in various degrees, a significant relation between self- esteem and academic achievement was observed[8]. A study was conducted by Raision et al in 2013 on the relation of self- esteem and academic achievement in students of Qaen School of Nursing and Midwifery. The results showed that high Self-concept and self-esteem of students has a relation with their academic achievement[9] In study of Meftah carried out in 2002 titled as (the relationship between spherical and self-esteem with academic achievement in secondary school students in Tehran), there was a significant relationship between self-esteem and academic success[10]. In

another study conducted in Kermanshah on 259 medical students in various degrees in 2014, it was determined that people with high self- esteem had more academic achievement and better average. This result is completely compatible with the results of the present study[11].In our study, a significant relation between self- esteem and academic achievement was found. Perhaps, the reason of similarity of the results of these studies with our study is that in all the studies, an almost similar definition has been used for academic achievement. Therefore, just the average of each person has been considered as academic achievement. If other criteria had been considered for academic achievement, maybe other results would have been obtained. In the study of Salmalian et al that was conducted in Gilan in 2012, 238 undergraduates in the college of Nursing and Midwifery of east of Gilan were studied regarding self- esteem. Although the students with higher self-esteem had better average, this relation was not significant[12]. In another study by Tamanai Far et al conducted in 2010 on 6050 students of Kashan University, emotional intelligence, self-concept and self-esteem of students and its relationship with academic achievement were studied and the results showed that emotional intelligence, self-concept and self-esteem of students did not have any effect on academic achievement. Moreover, there was not any difference between emotional intelligence and self-concept between girls and boys. The female students had higher self- esteem in comparison with boys[13]. In study of Bahraini et al conducted in 2013 on nursery and midwifery students of Bushehr , it was determined that the value of self- esteem among male students was lower than that among female students[14]. These results are different from the results obtained in the present study. In the present study, the amount of self- esteem has not had any relation with gender. Perhaps, the reason of the difference has been in discipline of samples. In Tamanai far's study, all the students, and in Bahraini's study. The population has been nursery and midwifery students, while in the present study the amount of self- esteem has been reviewed among medical students.

CONCLUSION

The person with low self- esteem, following suffering from each of these damages, is useless and even harmful for not only him and his surrounding, but for the entire people of society. If this person is a medical student, considering the role he will have in future, not only does not pacify society, but also is a pain added to the pains of society. the medical students of society who have obtained knowledge, awareness and other skills including research skills, communication skills with others and especially with patients, commitment to medical ethics , will be better able to heal the physical and mental illness of society. Therefore, considering the mentioned studies and the conducted study as well as considering the relation of self- esteem with academic achievement and great role of academic achievement and Medical knowledge and skills for professional future of medical students as well as their mission for the health of the entire community, it is recommended that appropriate strategies must be adopted to promote the level of self-esteem and mental health of medical students. So that by increasing self-esteem of these students, we will have healthier, more educated, more committed Doctors and consequently, a healthier society. For example, Student counseling centers can be named as very effective Institutional in boosting the self-esteem of students that little attention has been paid to it so far, and even some of students are not aware of their existence. Another conclusion drawn from this study is that dorm- resident students have lower self- esteem rather than non- dorm residents and they have lower academic achievement, therefore, it is recommended that more attention must be paid to students living in dorms. By allocating more facilities to dorms, the possibility of promotion of mental health level of dorm- resident students will be provided.

Recommendations
By advertisement and more informing, the required motivation can be created in students to solve some of their problems by referring to such centers. In addition, it is recommended that aware and expert people should be used in the centers so that by observing the presence of caring and professional people on their side, students can find more Hope and reassurance to overcome their individual problems.

CONFLICT OF INTEREST

Conflict of interest declared none.

REFERENCES

1. Eslaminasab.A. self esteem psychology. Tehran: Mehrdad publication; 1373. p. 29-50.In Persian
2. Weiten W, M L. pshychology applied to modern Life. cole. 1994:142-7.
3. Amini.M, Yousefi.F. Survey of the sources of stress and how to respond to these resources in universities of Shiraz and marvdasht. journal of social science of shiraz university. 1380(32):149-72.
4. Ross CE, BA B. The roles of self-esteem and the sense of personal control in the academic achievement process. Sociology of Education. 2000;73(4):2.84-70
5. Tad.K. study of communication and the amount of learning Self Care skills in young adults 11 to 15 years old boy infected with To paralysis brain in the center of welfare children and young adults. College of neursing science university welfare Organization. 1998.
6. Crego A, Carrillo-Diaz M, Armfield JM, Romero M. Stress and Academic Performance in Dental Students: The Role of Coping Strategies and Examination-Related Self-Efficacy. J Dent Educ. 2016;80(2):165-72.
7. Debicki BJ ,Kellermanns FW, Barnett T, Pearson AW, Pearson RA. Beyond the Big Five: The mediating role of goal orientation in the relationship between core self-evaluations and academic performance. The International Journal of Management Education. 2016;14(3):273-8.5
8. Hwang MH, Choi HC, Lee A, Culver JD, Hutchison B. The Relationship Between Self-Efficacy and Academic Achievement: A 5-Year Panel Analysis. The Asia-Pacific Education Researcher. 2016;25(1):89-98.
9. Raeisoon.MR, Mohammadi.Y, Abdorazaghnejad.M, SG .An investigation of the relationship between self-concept, self-esteem, and academic achievement of students in the nursing-midwifery faculty in Qaen during 2012-13 academic year Modern Care, Scientific Quarterly of Birjand Nursing and Midwifery Faculty. 2014;11(3):236-42.
10. Meftah A. The relationship between shyness and self-esteem and academic achievement in secondary school students in Tehran. Tehran: University Of Tehran; 1381.
11. Sepahi V , Niroumand E , Keshavarzi F, A K. The Relationship between Self-esteem and Academic Achievement in Pre-clinical and Clinical Medical Students. Journal Of Babol University Medical Science. 2015;3(1):32-8.
12. Salmalian Z , Kazemnezhad L. Correlation between self-concept and academic achievement of students. journal Of Nursing and midwifery. 2013;24(71):40-7.
13. Tamannaifar M.R. , Sedighi Arfai F, F SM. Correlation between emotional intelligence, self-concept and self-esteem with academic achievement Iranian Journal of Educational Strategies 2010;3(3):121-6.
14. Bahreini.survey of self esteem among bushehr nursing students. Armaghan e Danesh. 1384;37(10):95-6.