



Research Article

## NURSING STUDENTS ATTITUDE TOWARDS SELF-DEVELOPMENT CLASSES- A COMPARATIVE STUDY

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### ABSTRACT

**Background:** A Self-development class is an on-going process which enhances and grooms one's outer and inner self to bring about a positive change in one's life. Each person has a different individuality which can be polished, refined, and developed. The aim of this study was to assess the attitude of nursing students towards self-development classes. **Methods:** This is a descriptive comparative design research with sample size of 262 nursing students from 1<sup>st</sup> year, 2<sup>nd</sup> year and 3<sup>rd</sup> year B Sc. Nursing programme, aged 18 years and above, male and female students who were recruited through non-probability sampling technique from Sikkim Manipal College of Nursing, Sikkim. Data was collected through predesigned questionnaires on demographics, self-development class profile and Likert scale for which validity and reliability was established. **Result:** 88% of 1<sup>st</sup> year, 79% of 2<sup>nd</sup> year and 60% of 3<sup>rd</sup> year nursing students attended self-development classes regularly. No statistical significant difference noted in overall attitude score regarding self-development classes among 3 different groups of nursing students. ( $P > .05$ ). **Conclusion:** Students overall had a positive attitude towards self-development classes. Self-development classes are not a part of curricula prescribed by regulatory bodies in nursing. However, the need of these classes cannot be ignored in the wake of rising statistics of students suffering from anxiety, depression and increasing number of students failing in multiple subjects.

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### INTRODUCTION

Education today is not confined to books and examinations alone. Education encompasses broad system of learning that includes curricular, extra-curricular, intra-mural and inter-mural experiences.<sup>1</sup> Today's curriculum is heaped aiming at all round development of the student. While this becomes helpful in bringing out the best in a student, the present system is also not free from obvious loopholes. Students encounter difficulties in keeping up with the pace of modern education ultimately leading to unhealthy competitions, resulting in stress, anxiety, low self-esteem and depression.<sup>2</sup> This is more pronounced in professional educational institutions that presents the students with tougher challenges. Sessions aimed at addressing these issues and helping students focus on positives in life, become imperative in these organizations, and nursing institutions are no exception.<sup>3</sup> Personality Development or Self Development is an ongoing process which enhances and grooms one's outer and inner self to bring about a positive change in one's life.

Each individual has a distinct persona that can be developed, polished and refined.<sup>4</sup> This process covers activities like building self-esteem, guiding in time management, stress management, development of motivational strategies so on and so forth.<sup>5</sup>

Students are constantly open to different forms of stressors that may be impending assignments, examinations, presentations etc. Thus, management of stress constitutes an inevitable part of self-development classes. Self-development classes are not a part of curricula prescribed by regulatory bodies in nursing.<sup>6</sup> However, the need of these classes cannot be ignored in the wake of rising statistics of students suffering from anxiety, depression and increasing number of students failing in multiple subjects.<sup>7</sup> Review of literature suggests few colleges that have actually implemented these classes, rather short term programmes targeting specific issues as self-esteem, motivation etc.<sup>1,2,8,9</sup>

Studies conducted among nursing students across various colleges reflect relatively moderate and low level of self-esteem. Supriya Mane<sup>10</sup> conducted a study among 40 3<sup>rd</sup> year

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General Nursing and Midwifery and B.Sc. nursing student at BharatiVidhyapeeth College of Nursing, Navi Mumbai, Andheri to assess the self-esteem and findings revealed that 97.5% students had moderate level of self-esteem and 2.5% had low self-esteem.

Similar cross-sectional study was conducted by Eva Chris, Maria Pais, Senthil P Kumar, Vaishali Sisodia<sup>11</sup> on “Perceived Self Esteem among first year Nursing students” in the year 2012 among 44 first year nursing students. It was found that overall self-esteem levels were low, 23 (52.3%) students had low self-esteem and 21(47.7%) reported normal self-esteem.

Time management is another prominent difficulty encountered by nursing students due to loaded curricula including multiple assignments and subjects. A grounded study on Unidirectional Time Management in nursing students was conducted by TayebbehMirzaei, Ali Ravari, FatemehOskouie, Forough Rafii<sup>12</sup> in 2012 among 21 under graduate nurses, recruited by purposive and theoretical sampling. Findings revealed that due to the large volume of academic’s duties in addition to other extracurricular chores and responsibilities, the participants were not satisfied with how they spent their time, felt like they did not have enough time to attend their studies and thus were more stressed.

Low motivation or confidence result in increased stress among the students. The resultant impact on academic performance and day to day life is prominent.<sup>5</sup>An individual’s self-esteem, motivation, confidence, stress and time management is inter-related. If the students are not guided through self-development classes during their course, adverse effects like depression, anxiety, mal-adjustment and course drop outs are inevitable.<sup>6</sup> Self-development classes can be aimed at inculcation of skills of managing stress and time, boosting self-esteem and confidence etc.<sup>4</sup>

A cross sectional study by AcharyaPandey R, Chalise HN<sup>13</sup> on “Self Esteem and Academic Stress among Nursing students” at Kathmandu university school of Medical sciences among 190 nursing students, concluded that nursing students have low self-esteem and high academic stress therefore necessary intervention should be taken to lower the academic stress and increase self-esteem.

**MATERIALS AND METHODS**

Non experimental survey approach with Descriptive comparative research design was used to assess and compare the attitude of nursing students towards self-development classes. The study was conducted in Sikkim Manipal College of Nursing (SMCON), Sikkim in 2018.

Purposive sampling technique was used to select sample from each class. 270 BSc. Nursing students studying in 1st, 2nd and 3rd year B.Sc. nursing programme at Sikkim Manipal College of nursing, willing to participate and were present during the period of data collection. Whereas Nursing students participating in reliability, pretesting and pilot study were excluded from the study.

The data was collected through self-reported technique. Two predesigned structured tools were used to assess the nursing student’s attitude towards self-development classes for which validity and reliability was established.

Tool I consists of two sections, Section I consists of Demographic Datato collect the background information in relation to age , gender, year of study, Current residential status, living with both parents/single parent(mother/father), Living with family members other than parents, Religion, Annual income of parents, Parents education, Occupation, Relationship status of parents, Previous Schooling(Boarder or Day scholar), Previous exposure to self-development classes before joining nursing programmeand Section II consists of Predesigned questionnaires to identify students view towards self-development class consisting of Regularity in attending self-development classes, Useful in solving everyday problems, Expertise from other faculties, Free to discuss problems, different settings, able to follow instructions & adequate time. Tool II consist of Predesigned 5 point Likert scale on self-development classes consists of 20 statements. The questionnaires were administered to three students from 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> year BSc nursing students at SMCON after obtaining informed consent from students to establish the reliability of the tool. Reliability of the tool was tested by Intra-rater method for socio-demographic profile and students view towards self-development class whereas Cronbach’s Alpha test was used for attitude scale (r=0.8).

**RESULTS AND DISCUSSION**

**Section I: Findings related to demographic characteristic of the nursing students**

**Table 1** Distribution of demographic characteristics of nursing students  
N=262, n 1=91, n 2=85 and n 3=86

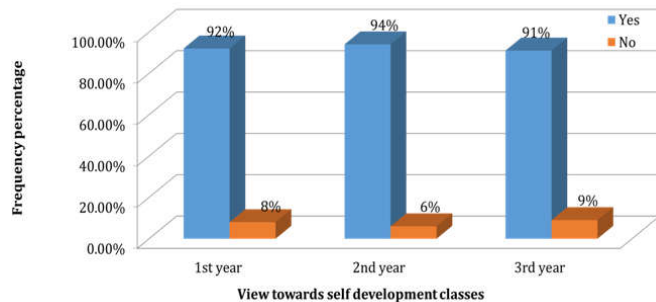
Variables	1 <sup>st</sup> year, n1=91		2 <sup>nd</sup> year ,,n2=85		3 <sup>rd</sup> year, n3=86	
	f	%	f	%	f	%
1. Age in year						
1.1 18-19	73	81%	26	31%	00	00
1.2 20-21	18	19%	55	65%	69	80%
1.3 >22	00	00	04	04%	17	20%
2. Gender						
2.1 Female	91	100%	85	100%	85	99%
2.2 Male	00	00	00	00	01	01%
3. Year of study						
3.1 1 <sup>st</sup> year	91	100%	-	-	-	-
3.2 2 <sup>nd</sup> year	-	-	85	100%	-	-
3.3 3 <sup>rd</sup> year	-	-	-	-	86	100%
4. Current living status of the student:						
4.1 Living with both parents	70	77%	76	89%	68	79%
4.2 Living with single parent	11	12%	05	06%	07	08%
4.3 Living with family members other than parents	10	11%	05	05%	11	13%
5. Current relationship status of parents:						
5.1 Married	79	87%	81	95%	78	91%
5.2 Widow	07	08%	04	05%	06	09%
5.3 Separated	03	03%	00	00	00	00
5.4 Divorced	02	02%	00	00	00	00
6. Previous residence during schooling						
6.1 Boarder	25	28%	23	27%	28	33%
6.2 Day scholar	66	72%	62	73%	58	67%
7. Previous exposures to self-development class						
7.1 Yes	20	22%	27	32%	48	56%
7.2 No	71	78%	58	68%	37	44%

**Table 2** Assessment of student's view towards self-development class

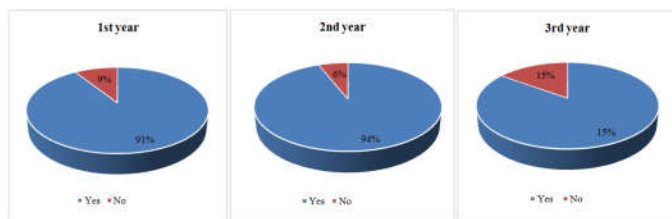
N=262, n 1=91, n 2=85 and n 3=86

Sl. no	Variables	1 <sup>st</sup> year		2 <sup>nd</sup> year		3 <sup>rd</sup> year	
		f	%	f	%	f	%
1.	Do you attend self-development classes regularly?						
1.1	Yes	80	88%	67	79%	52	60%
1.2	No	11	12%	18	21%	34	40%
2.	Do you think self-development classes should be conducted in different setting other than class room?						
2.1	Yes	75	82%	81	95%	81	94%
2.2	No	16	18%	4	5%	5	6%
3.	Do you feel that time provided for self-development classes are adequate for you?						
3.1	Yes	78	86%	75	88%	68	79%
3.2	No	13	14%	10	12%	18	21%
4.	Do you feel free to discuss about your problem in self-development classes?						
4.1	Yes	45	49%	41	48%	39	45%
4.2	No	46	51%	44	52%	47	55%
5.	What attracts you to attend self-development classes?						
5.1	Attendance						
5.1.1	Yes	55	60%	81	95%	45	52%
5.1.2	No	36	40%	4	5%	41	48%
5.2	Motivation						
5.2.1	Yes	18	20%	49	58%	72	84%
5.2.2	No	73	80%	36	42%	14	16%
5.3	Interest						
5.3.1	Yes	18	20%	26	31%	69	80%
5.3.2	No	73	80%	59	69%	17	20%

N=262, n1=91, n2=85 and n3=86



**Fig 1** Frequency distribution of nursing students in terms of their view towards Self-development classes helps to deal with day to day problems



**Fig 2** Nursing students in terms of sharing of personal experiences during Self-development class

**Table 3** Comparison of item wise score for 1<sup>st</sup> year, 2<sup>nd</sup> year and 3<sup>rd</sup> year nursing student's attitude score towards self-development classes

N=262, n1=91, n2=85, n=86

Content	1 <sup>st</sup> year		2 <sup>nd</sup> year		3 <sup>rd</sup> year	
	Mean±SD	Mean%	Mean±SD	Mean%	Mean±SD	Mean%
Necessity of self-development classes	4.4±0.720	90.10%	4.3±0.7375	87.29%	4.38±0.61	87.60%
Self-development classes help to address common problems	4.01±0.92	78.24%	4.02±0.75	80.47%	4.24±0.59	84.80%
Foundation of personality laid in childhood itself	3.43±1.08	68.79%	3.08±0.928	61.64%	2.94±1.07	58.80%
Self-development classes are meant for older people only	4.05±0.821	81.09%	4.01±0.981	80.23%	3.94±0.69	92.70%
Self-development classes guides student with practical solutions	4.03±0.674	80.65%	3.92±0.798	78.58%	3.97±0.70	79.50%
Self-development classes add to the burden of academic load	3.82±0.94	76.48%	3.64±0.984	72.94%	3.56±0.88	71.30%

Self-development classes help me manage my emotions efficiently	3.40±0.94	68.13%	3.63±0.884	72.70%	3.62±0.81	72.50%
Self-development classes help me create a positive image	3.84±0.905	76.92%	3.92±0.896	78.58%	3.94±0.65	78.80%
Self-development classes are a waste of time, energy and material	4.09±0.843	81.97%	3.75±1.143	75.05%	3.934±0.66	78.60%
Self-development classes confined to just classrooms are ineffective and irrelevant	2.93±1.11	58.68%	3.04±1.10	60.94	2.86±1.086	57.20%
Self-development classes calm the mind and help me relax in times of stress	3.67±0.978	73.40%	3.62±0.97	72.47%	4.06±0.716	81.30%
Self-development classes should not be mandatory for all	2.42±1.146	48.57%	2.74±1.20	54.82	1.63±0.85	32.30%
Self-development classes have helped me understand myself better	3.67±0.869	73.40%	3.43±0.981	68.70%	3.55±0.791	85.10%
Self-development classes are only for attendance	3.29±1.33	65.93%	2.8±1.378	56%	3.01±1.28	58.80%
Self-development classes empower and enlighten us	3.68±0.841	73.62%	3.50±0.796	70.11%	3.89±0.651	77.90%
Self-development classes are taken for granted	3.07±1.02	61.53%	3.01±0.98	60.23	4.06±0.716	81.30%
Self-development classes are not just theoretical but practical	3.71±0.885	74.28%	3.48±0.765	69.64%	2.90±1.184	58.10%
Self-development classes would be helpful only when conducted by psychologist	2.90±1.21	58.02%	2.58±1.23	51.76%	3.87±0.732	77.40%
Familiar with personality grooming and Self-development classes	3.76±0.978	80.21%	3.57±1.09	71.52%	3.09±1.204	61.80%
Self-development classes will bring out the best in me	3.62±0.769	72.52%	3.83±0.910	76.70%	3.77±0.859	75.50%

Table 3 shows that highest positive mean attitude score was observed in necessity of self-development classes felt by majority of the nursing students in all the three groups whereas the lowest negative score was observed in Self-development classes should not be mandatory for all. Table 3 also further reveals that highest positive mean attitude score was found among first year nursing students followed by third year and lowest attitude score by second year nursing students.

**Table 4** Compare the difference in attitude score between three different groups of nursing students regarding self-development classes

N=262, n1=91, n2=85 and n3=86

Square of variance	Df	Sum of square	Mean of sum of square	F-ratio
Between the group	3-1=2	271	135.5	0.78
Within the group	262-3=259	44634	172.33	(p>0.05)
Total	262-1			

The findings shows that the calculated F value (0.78) is lesser than tabulated F value (2.99) at 0.05 level of significance (p>0.05). Therefore, it was inferred that there is no statistical significant difference in attitude score regarding self-development classes among 3 different groups of nursing students as shown in table 4.

**Table 5** Association between the attitude towards self-development classes with self-development classes profile

N=177, n1=91 and n2=86

Variables	1 <sup>st</sup> year			2 <sup>nd</sup> year			3 <sup>rd</sup> year		
	χ <sup>2</sup>	df	P value	χ <sup>2</sup>	df	P value	χ <sup>2</sup>	df	P value
1. Attendance	1.61	1	3.84	1.005	1	3.84	4.6	1	3.84*
2. Expertise from other departments	7.08	1	3.84*	1.56	1	3.84	5.49	1	3.84*
3. settings other than classrooms	0.048	1	3.84	0.89	1	3.84	0.44	1	3.84
4. Able to follow instructions	0.89	1	3.84	6.51	1	3.84*	9.55	1	3.84*
5. Adequate time	0.18	1	3.84	0.034	1	3.84	1.81	1	3.84
6. Feel free to discuss	13.49	1	3.84*	0.95	1	3.84	2.01	1	3.84
7. Allowed to share personal experiences	7.03	1	3.84*	3.30	1	3.84	0.0043	1	3.84

df 1(3.84)

The findings in table 5 shows that among first year nursing students, attitude score was influenced by classes taken from expertise with other departments, feel free to discuss in the class and allowed to share personal experiences (P<.05). Among 2<sup>nd</sup> year, significant association was found between students being able to follow instruction at df 1(P≤3.84). Among 3<sup>rd</sup> year BSc, significant association was found

between students coming to classes for attendance, classes being taken by expertise from other departments and able to follow instruction at  $df(1)(P \leq 3.84)$ .

#### ***Discussion related to assessment of student's view towards self-development class***

The findings of the study shows that majority of students are regularly attending self-development classes. Higher number of students thinks that self-development classes should be conducted in different setting other than classrooms. Majority of the students feel that time provided from self-development classes is adequate. 51% of students from 1st year, 52% of students from 2nd year and 55% from 3rd year do not feel free to discuss their problems during self-development classes. 97% of students from 1st year, 94% from 2nd year and 91% from 3rd year feel that self-development classes help to deal with their personal problems (Table 2).

Majority of students feel that self-development classes should be taken from expertise from other department. 86% of students from 1st year, 87% of students from 2nd year and 85% from 3rd year were able to follow instructions given during self-development classes. In terms of attraction towards self-development classes, among 1st year 60% of the students attended SD classes because of attendance, 80% of students attended classes because of motivation and 80% attended classes because of interest. Among 2nd year 95% of the students attended SD classes due to attendance, 58% due to motivation and 31% due to interest. Among 3rd year students 52% of the students attended SD classes due to attendance, 84% due to motivation and 80% due to interest as shown in table 2.

The findings of the study was found consistent with the findings of the study conducted by Naresh Nebhinani,<sup>14</sup> Surajit Ghatak, Kuldeep Singh, Sanjeev Misra, Lata Bhagat, Ritu Garg, who conducted a study to assess the effect of personality development program for First year medical and nursing students who were recruited through total enumeration method. Data was collected through 'partially open ended questionnaire with anonymous structured feedback whereas the personality development programme was facilitated by the trained psychologist.

#### ***Discussion related to assessment of nursing student's attitude towards self-development classes***

The study finding reveals that majority of the students found self-development program very relevant, purposeful and comprehensive. Once more majority had perceived some improvement in their level of communication, confidence and social relationships, emotional confidence, planned time schedule and higher stress management. Out of 91 students from 1st year majority 76%, out of 85 students from 2nd year majority 87% and out of 86 students from 3rd year majority 84% students had favourable attitude and remaining had unfavourable attitude towards self-development classes (Table 3).

In contrast to the present findings the study conducted by PR Shankar, AK Dubey, R BalasuBramanium, and NR Dwivedi<sup>15</sup> among the first, second, third and fourth semester undergraduate medical (MD) students using the communication skills attitude scale (CSAS) to identify the student attitude towards communication skills learning classes and found that mean positive attitude scale score was reported

as 47.65 whereas the mean negative attitude scale score was 31.06.

#### ***Discussion in relation to difference in attitude of students towards self-development class***

No statistical significant difference was noted in overall attitude score regarding self-development classes among 3 different years of nursing students ( $F = 0.78$  value,  $p > 0.05$ ). There was no significant association found between attitude and selected demographic variable among 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> year BSc. nursing students (Table 4).

In consistent to the present findings, the study conducted by PR Shankar, AK Dubey, R Balasubramanium, and NR Dwivedi<sup>15</sup> among the first, second, third and fourth semester undergraduate medical (MD) students at Xavier University School of Medicine, Aruba during July 2013 using the communication skills attitude scale (CSAS) to identify the student attitude towards communication skills learning classes and found that Negative Attitude scores were significantly lower among the third and fourth semester respondents

In contrast to present study findings, Klavdija Cucek Trifkovic, Mateja Lorber, Margaret Denny, Suzanne Denieffe and Vida Gonc<sup>16</sup> conducted a quantitative non-experimental survey study to assess the attitudes of nursing students towards learning communication skills programme, the findings show that the mean score for Positive attitude score was 52.8, and the mean score for negative attitude score was 32.7 and found statistically significant differences ( $F = 10.950$ ;  $p < 0.001$ ) according to the year of the study.

## **CONCLUSION**

The findings shows that nursing students had a favourable attitude towards self-development classes but the negative attitudes were also noted. Therefore necessary improvisation and adaptation is required. The findings from the study can help the faculty members of Sikkim Manipal College of Nursing to bring out necessary changes that will be effective and beneficiary to the students according to the felt demand from the students.

Self-development programmes aim to encourage students to learn to develop themselves and plan for the future by becoming more self-aware. Self-development programs helps the students by increasing self-awareness, helps students to create a plan to acquire skills they may need for their academic studies or their chosen career path, help increase positive emotions by learning positive coping strategies, help to learn relaxation techniques and also learn to make good decision. Thus Similar Comparative Studies can be conducted to see the effect of self-development classes among the college where it is conducted with other colleges where motivational classes are not being conducted.

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***Ethical clearance-*** Ethical permission was sought from the Institutional Review Committee of Sikkim Manipal University. Written consent was obtained from the respondent prior to the interview.

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Conflict of Interest - None declared

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