

Thesis Title ; The Relationships of Self Concept, Achievement  
Motivation and Academic Achievement of Nursing  
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#### ABSTRACT

The objectives of this research were to study the nursing student's self concept and achievement motivation, to compare the nursing student's self concept and achievement motivation between each class, to compare academic achievement of nursing students who were different in self concept and achievement motivation, to study the relationship between self concept, achievement motivation and academic achievement, and using self concept and achievement motivation to predict the academic achievement of nursing students. The sample composed of 258 nursing students in the academic year 1989 from nursing colleges under Ministry of Defense. Questionnaires which were used to collect the data had three parts. Part 1: the questions on personal data. Part 2: the Tennessee Self Concept Scale adapted in Thai language

by Umpai Siripipat. Part 3: the questions about achievement motivation.

The results of the study revealed that most of nursing students for all class were the high level of self concept except the freshman nursing students were the middle level and the achievement motivation was in the middle level for all classes of nursing students but there were no difference in self concept and achievement motivation of nursing students between each class. For all classes of nursing students who were different in self concept and achievement motivation had no difference in academic achievement except the sophomore nursing students had significant difference at 0.05 level of academic achievement ( $P\text{-value} = 0.0070$ ). Furthermore, there were no correlations between self concept, achievement motivation and academic achievement in nursing students for all classes but the sophomore nursing students had significantly positive correlation between self concept and academic achievement at the 0.01 level ( $r = 0.3970$ ,  $P\text{-value} < 0.0090$ ). It was also found that moral-ethical self and self criticism could significantly predict the sophomore nursing students academic achievement at the 0.05 level ( $R^2 = 22.33$ ,  $P\text{-value} = 0.0005$ ), that was 22.33 percent.

The finding provided suggestion that the research result could be applied in the learning - teaching process in order to improve the level of self concept and achievement motivation of nursing students. The other variables that related to increasing the academic achievement of nursing students such as interest, classroom climate,

scholastic aptitude' and the quality of teaching should be studied for the advantage of further research.