

Measures Self-Esteem among Undergraduate Nursing Students

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Abstract

A large body of research has highlighted self-esteem and self-concept for their importance and relatedness to various aspects of students' academic and personal life. Self-esteem is significantly associated with the positive psychological outcomes of both individual and society, including, but not limited to psychological adjustment, positive emotion, and academic performance. A descriptive-correlational study was done through the period of November 10th, 2017 to February, 11th, 2019. The study also aims to assessing levels of self-esteem in the study sample, and to determine the relationship between self-esteem and the following variables: age, gender, academic year, residency place, father job, mother job, family's monthly income, and interest of attending the nursing college. A non-probability, convenience, sampling of (600) undergraduate nursing students were selected from four nursing colleges located in Middle Ephorates region. A two parts questionnaire was used to fulfil the study objectives. The first part includes student's sociodemographic information. The second part is the Rosenberg self-esteem scale to measure levels of self-esteem. The finding indicates that in majority of nursing students had a self-esteem levels range between average (52.2%) to high level (44.8%).

Keywords: *self-esteem, nursing students*

Introduction

Nursing is a humanitarian profession that cares about caring for people, families and communities, so that they can be fully healthy, preserved or restored to good health in the best possible way ¹. As for nurses, they can be distinguished from each other through their theoretical and scientific training ². Nursing also includes independent care and cooperative care for individuals of all ages, families, groups and communities, whether healthy, sick or ill, and in all circumstances. Nursing includes health promotion, disease prevention, patient and disability care, and pre-death care. Promoting a safe environment, scientific research, participation in shaping health policies, management of disease and patient systems, and health and nursing education are key nursing roles ³. The concept self-esteem is multi-dimensional and is present in varying degrees among

people, and is considered important within the concept of self, which reflects the sense of human value and efficiency. When the attitudes of people are positive towards themselves, they are highly appreciated, and conversely, when people have negative attitudes towards themselves, with a low self-esteem, the contrary happens ⁴. Self-esteem is thus the overall assessment of the value of the individual as seen by himself/herself ⁵. Rosenberg (1965) defined self-esteem as a set of positive or negative attitudes towards the self; self-esteem is a prominent psychological trait that concerns a person's image of self-esteem and self-confidence in the overall aspects of human activity in general. Many studies and research in different countries have linked the level of self-esteem with psychological well-being. This influence can be explained by the extent to which one has control over the management of things, the resources available to him/her and how effectively life's problems are dealt with and solved. Moreover, there seems to be a significant effect of the strength of personality and high self-esteem on the rate of stress and regardless of the conditions experienced by the individual. High self-esteem is an essential aspect of human well-being, happiness and adaptation ⁶. Individuals with low self-esteem perceive

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life in a dark and negative way. These negative views felt by a person can lead him/her to believe that life is worthless (Crocker, 2006). This feeling may lead one to despair, inability and lack of motivation to exert more, because one sees one’s experiences as meaningless. Low self-esteem leads to the feeling that others are better than us, which is a feeling of lack of will, firmness and trust that leads us to make room for others to benefit us.

Materials and Method

descriptive-correlational analytic study. This design was carried out in order to attain the purposes of the study by using an assessment technique on undergraduate nursing students. The chosen period for measuring self-esteem among undergraduate nursing students was from 10th June, 2018 to 11th February, 2019. A study was conducted at Middle-Euphrates Region in Iraq, which is a group of four Iraqi provinces Babylon, Al-Kufa, Kerbala, and Al-Qadisiah Province; each province has one nursing college. The subjects of current study were selected from all the nursing colleges of the Middle-Euphrates Region. Target population: A convenient sample of 600 consenting nursing students was chosen out of a total of (1600) nursing students in the four nursing colleges in the Middle Euphrates Region. The selected study sample was used to reflect the general

characteristics of target population and to improve a generalizability of study results.

Results and Discussion

Table (1) Chi-square analysis was run to determine the association between the nursing collegians self-esteem and their demographic data. The study results indicate that there is a significant association between the nursing collegians self-esteem and their academic year at p-value less than 0.05. While there is a non-significant association with the other demographic data at p-value more than 0.05. Table (2) As it is seen in Table 2, there were the students (44.8% of the sample) with high self-esteem level, while there were students (52.2 % of the sample) with Average self-esteem level, and the students (3.0% of the sample) was with poor self-esteem. T6able (3) The analysis of variance was used to find group mean difference between academic years in response to students’ self-esteem. Previous table shows that there is a significant difference in nursing students’ self-esteem according to their academic year. Based on the statistical mean, the study results indicate that the students in fourth academic year perceive a more self-esteem compared with those in other academic years with a mean score equal to 2.5.

Table (1) Relationship between the Nursing Students’ Self-Esteem and their Demographic Data `

Demographic Data	Rating and Intervals	Self-Esteem Levels			Sig.
		Poor	Average	High	
Gender	Male	6	77	54	X2 (2.84) D.F. (2) P-Value (0.24) NS
	Female	12	236	215	
Total		18	313	269	
Age / Years	18-20	10	134	143	X2 (6.881) D.F. (4) P-Value (0.14) NS
	21-23	7	164	114	
	24-26	1	15	12	
Total		18	313	269	
Academic Year	First Year	5	57	56	X2 (13.921) D.F. (6) P-Value (0.031) S
	Second Year	8	136	115	
	Third Year	3	82	44	
	Four Year	2	38	54	
Total		18	313	269	
Residence	Rural	5	63	41	X2 (3.476) D.F. (2) P-Value (0.17) NS
	Urban	13	250	228	
Total		18	313	269	

Cont.... Table (1) Relationship between the Nursing Students' Self-Esteem and their Demographic Data `

Father's Job	Unemployed	1	10	15	X2 (3.309) D.F. (6) P-Value (0.76) NS
	Earnar	7	121	90	
	Employee	7	127	114	
	Retired	3	55	50	
Total		18	313	269	
Mother's Job	Housewife	16	271	232	X2 (4.284) D.F. (6) P-Value (0.63) NS
	Earnar	0	5	5	
	Employee	2	36	27	
	Retired	0	1	5	
Total		18	313	269	
Marital Status	Single	16	278	236	X2 (1.751) D.F. (6) P-Value (0.94) NS
	Married	1	25	26	
	Divorced	1	8	6	
	Widowed	0	2	1	
Total		18	313	269	
Family Monthly Income	Plus	1	37	25	X2 (10.54) D.F. (6) P-Value (0.10) NS
	Barely Enough	13	133	112	
	Enough	3	121	120	
	Don't Enough	1	22	12	
Total		18	313	269	
The study at the College of Nursing was my desire	No	8	144	129	X2 (0.26) D.F. (2) P-Value (0.87)
	Yes	10	169	140	
Total		18	313	269	NS

Table (2) Overall Assessment of the Nursing Students' Self-Esteem

Self-esteem levels	Frequency	Percentage	Prevalence rate of poor self-esteem
Poor	18	3.0	3.0%
Average	313	52.2	
High	269	44.8	
Total	600	100.0	

Table (3) Mean Difference (ANOVA) in Nursing Students' Self-Esteem According to their Academic Year

Academic year	N	Mean	Std. Deviation	F	Sig.
First years	118	2.4322	.57704	3.377	0.018
Second years	259	2.4131	.55264		
Third years	129	2.3178	.51515		
Four years	94	2.5532	.54115		
Total	600	2.4183	.55121		

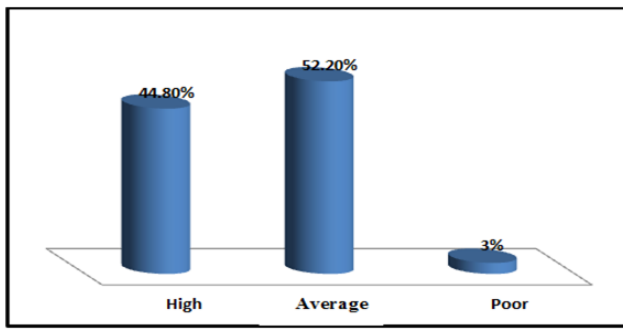


Figure (1) Overall Assessment of the Nursing Students' Self-Esteem

With the aim of assessing the level of self-esteem, the study evaluated the level of self-esteem among the study sample. The findings from the present study indicate that most of the students, amounting to 52.2 percent, had an average score of self-esteem. Also, 44.8 percent of the employees had a high level of self-esteem reflecting that low self-esteem level was not a major issue among the sample population investigated. Several authors have proved that when individuals have portrayed that persons high level of self-esteem are not susceptible to life stressors when compared to persons with low self-esteem. The focus by research in differentiating between participants with varying levels of self-esteem is focused on such aspects as their approaches towards perceiving a wide range of objects, their distinctive self-image, and an understanding of the personal strengths and weaknesses. Through these traits, the persons with high self-esteem levels are more likely to portray high acceptance to the different events they face thus minimizing the likelihood that they will be adversely affected by the nature of these effects. On the other hand, learners with low levels of self-esteem tend to be characterized by the feeling and perceptions of powerlessness, helplessness, and even ineptness. When faced by different tasks and challenges in their personal lives, the group with low self-esteem is highly susceptible to stress where they can perceive a normal challenge to be insuperable. The findings from the present study align from the findings from a study by Fahren & Khan (2015) that identified that individuals with lower levels as compared to the average level of self-esteem portrayed lack of confidence and self-assurance. The study by Fahren & Khan (2015) emphasized that the lack of assertiveness is negative for these individuals, especially if they are nursing students. Such negativity is linked to contributing to the students accepting tasks that are beyond their capabilities. Due to the lack of the necessary skills and competencies required to complete these tasks, the students are more likely to demonstrate increased stress levels. Several aspects can be linked

with the behavior of individuals with lower levels of self-esteem. These factors include challenges with alcohol usage, poor time management, study behavior and even reflecting self-defeating practices. Another research by Georgios et al. (2017) pointed out that self-esteem levels tend to decline when individuals are at the adolescent stage. Such a decline in self-esteem is linked with the growth in the cognitive ability of these individuals which makes them increasingly sensitive to social issues. The lowered self-esteem is also attributed to the widening gap between the real identity and the ideal selves. The gap between the two identities has been identified to be wider among the adolescent girls compared to the boys. These findings have also been contradicted by other studies that identify the female adolescents and having a more positive perception of themselves compared to the male adolescents and also those that identify no difference between the self-esteem levels across different genders.

Conclusion

Conclusions, despite that most of the students have good levels of self-esteem is still critical issue that needs close attention to minimize the expected impact on student's academic performance, because of the fact that self-esteem significantly in this study. There are gender differences in respect to self-esteem. In which that male had higher level of self-esteem than female students. Recommendations, it is important to raise awareness of faculty members about the alarming level of stress among students to help them find new ways of supporting their students. Teach and encourage students to use more effective stress management strategies to minimize the risk of academic stress. Maintain student's self-esteem to improve their academic wellness. Further, research is needed to target academic-related aspects (learning environments, teaching style, course workload, and tests) and their effect on the students' academic stress.

Financial Disclosure: There is no financial disclosure.

Conflict of Interest: None to declare.

Ethical Clearance: All experimental protocols were approved under the College of Nursing, University of Kerbala, Kerbala City, Iraq and all experiments were carried out in accordance with approved guidelines.

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