

PREVALENCE OF LOW SELF-ESTEEM AMONG UNDERGRADUATE NURSING STUDENTS OF PUBLIC AND PRIVATE SECTOR COLLEGES OF SWAT

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ABSTRACT

OBJECTIVES

To find out the level of self-esteem and factors that influence the self-esteem of nursing students.

METHODOLOGY

Using a descriptive methodology, our study utilized non-purposive sampling to select participants. We engaged 218 B.Sc. nursing students from different colleges. The distribution was: 46 from the 1st year, 72 from the 2nd year, 90 from the 3rd year, and 10 from the 4th year. The survey had two parts: Section A covered socio-demographic details, and Section B employed the Rosenberg Self-Esteem questionnaire, administered to those who agreed to participate.

RESULTS

Descriptive and inferential statistics were used to examine the data. According to the findings, 69.7% males and 30.3% were females. The results show that most of nursing students (89%) have normal self-esteem, while 9.2% have high and 1.8% have low self-esteem. Females have higher self-esteem (21.2%) than males (3.9%). Nuclear families have more high self-esteem (15.2%) than joint or other families. Upon comparing students' self-esteem with socio-demographic factors using the chi-square test ($p=0.05$), a notable association emerged with family type and gender.

CONCLUSION

Our study shows most students have balanced self-esteem. Interestingly, female students and those from nuclear families typically display higher self-esteem than male students or those from varied family backgrounds. This highlights the influence of gender and family structure on nursing students self-esteem.

KEYWORDS: Self-Esteem, Nursing Students, Public and Private Sector Colleges

INTRODUCTION

Self-esteem, reflecting one's self-worth and abilities, is central to mental well-being and behavior. It can manifest as genuine confidence or misleading over-assurance. This core human trait shapes our actions and offers resilience against psychological challenges. For nurses, integral to healthcare, strong self-esteem is crucial for both mental growth and professional efficacy. Thus, assessing nurses self-esteem throughout their careers is essential.¹ Self-esteem, a reflection of one's self-worth, greatly impacts professional identity. For nurses, high self-esteem often correlates with superior patient care. Influences on a nurse's self-esteem include education and workplace environment. Thus, understanding and bolstering factors that enhance self-esteem are vital for nursing students and professionals.² Self-esteem reflects one's self-respect. Among nursing students, it's swayed by urban living, private university education, limited income, chronic diseases, daily Television consumption, and lack of

leisure or physical activities. Self-esteem significantly impacts nursing students personal growth and care quality. They face challenges like measurement inconsistencies, professional issues, and psychological consequences. Thus, educators must offer interventions to bolster their self-esteem and resilience.^{3,4} High self-esteem fosters self-worth and resilience, while low self-esteem often manifests as self-doubt and feelings of inferiority. Low self-esteem, stemming from negative self-perception, leads to conformity and lost self-respect. High self-esteem is pivotal for confidence, psychological growth, and resilience against challenges.^{5,6} Low self-esteem, stemming from negative self-perception, can make students feel inadequate and more compliant with others wishes. This can lead to a loss of self-respect and confidence. High self-esteem is essential for psychological growth, confidence-building, anxiety reduction, and resilience in challenging situations.⁷ Undergraduate nursing students, handling patients across health stages, often face clinical challenges and academic overload, leading

to heightened anxiety and fatigue. An individual with high self-esteem values themselves, takes pride in their achievements, and handles stress better. In contrast, someone with low self-esteem often lacks confidence and feels less worthy and competent than others.^{8,9} This study seeks to unveil the self-esteem landscape among Swat’s nursing students in Khyber Pakhtunkhwa, employing the nuanced Rosenberg self-esteem scale. This study also explore how age, gender, economic status, education length, and family type impact their self-worth.

METHODOLOGY

In this dynamic cross-sectional study, we ventured into both public and private nursing colleges of Swat, handpicked for a well-rounded perspective. Utilizing a meticulous non-probability purposive sampling approach, we determined a sample size of 218, leveraging the WHO OpenEpi Calculator with precise parameters for a confident analysis. B.sc nursing students who were available and willing to participate during data collection met the inclusion criteria. With unwavering respect for ethical standards, we procured signed approvals from the deans of the chosen nursing colleges. Every participant was enlightened about the study’s objectives, potential risks, and benefits. In this transparent exchange, we pledged and upheld the utmost confidentiality for each respondent. Section A explores details of the sociodemographic elements. Section B incorporates the Rosenberg Self-Esteem Evaluation Scale (RSES). A ten-item tool gauges participants self-perceptions. Items use a four-point scale. For items 1,2,4,6, and 7, scoring ranges from 3 (strongly agree) to 0 (strongly disagree). For certain questions, scoring is inverted, moving from 0 (strongly agree) to 3 (strongly disagree). The scale spans from 0 to 30, with 30 marking the maximum score. Scores under 15 suggest low self-esteem, 15-25 represents a normal range, while scores above 25 signify strong self-esteem. Data was analyzed using SPSS version 24. Descriptive statistics evaluated the socio-demographic attributes from the questionnaire. The Chi-square test was applied at a 0.05 significance level to ascertain the connection between sociodemographic elements and self-esteem levels.

RESULTS

The mean age of the participants were 21.35+ 41.41. The analysis showed significant results of family system as a more prominent factor to influence the self-esteem.

Table 1: Number and Percentage of Socio-Demographic Variables

Variables	Frequency	%Age	
Education	1 st year	46	21.1
	2 nd year	72	33.0
	3 rd year	90	41.3
	4 th year	10	4.6
Age	19 years	27	12.4
	20 years	35	16.1
	21 years	45	20.6
	22 years	77	35.3
	23 years	14	6.4
	24 years	20	9.2
			Mean age 21.35±1.41
Gender	Male	152	69.7
	Female	66	30.3
Family Income	<1lakh	165	75.7
	1-5lakh	15	6.9
	>5lakh	38	17.4
House	Hostel	68	31.2
	Rented Home	20	9.2
	Owned home	130	59.6
Family System	Joint	105	48.2
	Nuclear	113	51.8

Table 2: Association of Self-esteem with Socio-demographics variables by using Chi-Square test

Variables	Self-esteem			Chi-Square
	Low(%)	Normal (%)	High(%)	
Education	1 st year	01(2.2)	45(97.8)	00
	2 nd year	00	71(98.6)	01(1.4)
	3 rd year	03(3.3)	70(77.8)	17(18.9)
	4 th year	00	08(80)	02(20)
				$\chi^2=69.518a$ df=57 P=0.124(NS)
Age	19years	00	26(96.3)	01(3.7)
	20years	00	33(94.0)	02(5.7)
	21years	03(6.7)	40(88)	02(4.4)
	22years	02(1.3)	63(81.8)	13(16.9)
	23years	00	12(85.7)	02(14.3)
	24years	00	20(100)	00
				$\chi^2=30.737a$ df=38 P=0.793(NS)
Gender	Male	04(2.6)	142(93)	06(3.9)
	Female	00	52(78.8)	14(21.2)
				$\chi^2=40.840$ df=19 p=0.003(S)
Family Income	<1lakh	03(1.8)	148(89.7)	14(8.5)
	1-5lakh	00	12(80)	03(20)
	>5lakh	01(2.6)	34(89.5)	03(7.9)
				$\chi^2=48.151a$ df=38 P=0.125(NS)
Family System	Joint family	01(01)	100(95.2)	04(3.8)
	Nuclear family	01(01)	88(83.8)	16(15.2)
	Other	02(25)	06(75)	00
				$\chi^2=104.485a$ df=38 P=.000(S)
House	Hostel	02(1.5)	58(85.3)	08(11.9)
	Owned home	02(1.5)	120(92.3)	08(6.2)
	Rented home	00	16(80)	04(20)
				$\chi^2=44.368a$ df=38 P=0.221(NS)

DISCUSSION

This study included more male (70%) respondents than female (30%) which is different from studies that included more female respondents than male.^{1,10,11} The current study has found that there were 20(9%) students with high self-esteem, 194(89%) with normal self-esteem, and only 4(2%) student nurses who have low levels of self-esteem. Gender and type of family the participants belong to showed an association with the level of self-esteem. This outcome contrasts with Emil's findings, where a significant 88.6% of students showcased high self-esteem, and only 11.4% exhibited low self-esteem.¹² Our study aligns with Mane's 2016 research, where 97.5% of students displayed moderate self-esteem, while a mere 2.5% showed a low level of self-esteem.¹³ This study's findings are quite similar to the study conducted in Khyber Pakhtunkhwa on 185 undergraduate nursing students which included more males (65.4%) than females (34.6%) the study found that most of the students (91.1%) had a normal (average) level of self-esteem, 1.1% had low self-esteem and 7% had a high level of self-esteem.⁹ This study is also in contrast to the study that showed a major difference between males' and females levels of self-esteem, with males having higher self-esteem than females. The results also indicated that self-esteem was directly affected by age, medium of instruction, family income, and student monthly expenditures.¹⁴ The type of family that a person belongs to may affect their self-esteem. In this study Compared to joint families and other kinds of families, nuclear families have a higher proportion of students who have high self-esteem (15.5%) This finding is similar to the study conducted by Bleidorn W at University of California.¹⁵ The average self-esteem score of students shifted significantly from their first through fourth years. Third-year students exhibited the highest self-esteem levels, while fourth and first-year students had scores trailing those of the second and third years. The findings of this study is quite similar to a study by Fagerberg (2004) and Sasat et al.^{16,17}

LIMITATIONS

The research encompassed a limited sample size. Only B. Sc nursing students were targeted for this study. Participants were solely from select public and private sector colleges.

CONCLUSIONS

Self-esteem serves as a cornerstone in shaping one's personal and professional identity. It's a pivotal element in a nurse's professional journey, and its

influence is manifold. A nurse radiating high self-esteem not only delivers superior patient care but also revels in her work, bringing unwavering focus and dedication. As nursing students chart their academic paths, embracing a broader, more positive perspective becomes crucial. Healthcare professionals, equipped with knowledge, clinical prowess, and empathy, are poised to elevate patient care standards. Recognizing the adverse impact of low self-esteem on patient care, it's imperative to explore this realm deeper in nursing education and practice. This would enable us to pinpoint the factors affecting self-esteem and design initiatives that bolster it among both nursing students and seasoned professionals.

CONFLICT OF INTEREST: None

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