



A STUDY OF RELATIONSHIP BETWEEN SELF-ESTEEM, ACADEMIC STRESS AND DEPRESSION AMONG NURSING STUDENTS

Nursing

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ABSTRACT

The purpose of this study to identify factors affecting academic performance of nursing students and to find out correlation between self-esteem, depression and academic stress. Methods: Descriptive survey study conducted among 150 nursing students at three colleges of nursing on June 2017. Data were collected by Rosenberg Self-esteem Scale, Self-rating Depression Scale, and academic stress scale. Data were analyzed using descriptive statistics, t-tests, one-way ANOVA.

Results: academic Stress was significantly correlations with self esteem and depression.

Conclusion: study finding revealed that, it is necessary to development and investigate a program for managing academic stress, self-esteem and reduce the depression for nursing students.

KEYWORDS

Academic performance, Depression, Self-esteem, Stress, nursing students

INTRODUCTION

Nursing education is a process in which nursing students learn all the theoretical knowledge necessary to perform the role of a nurse and how to apply it to actual nursing situations and acquire practical skills through clinical practice (Ha, N S., Choi, M S, 2005). Students are more likely to be in college life because of the relatively high employment rate, but they are more likely to be in clinical practice in extreme academic and unfamiliar environments, fear and anxiety about mistakes in practice, and patient care The difficulty and stress of adaptation due to heavy responsibility, role conflict, lack of knowledge and experience, strict behavior, limitations of applying the theory learned at school to clinics, unforeseen crisis situation, interpersonal relationship with the subject and carer (Park BS, 2009).

Stress among undergraduate students are multifactorial, arising from both academic and non-academic factors, including socio-cultural, environmental, and psychological attributes (Brand and Schoonheim-Klein, 2009). Stress levels may escalate to significant proportions in some students, to present with symptoms of anxiety especially during tests and examination periods. In fact, previous research suggested a modest prevalence rate of 10 to 35 percent of college students experience functionally impairing levels of test anxiety (Chapell et al., 2005; Naveh-Benjamin et al., 1997). However, not all students experience anxiety with the same severity

Self-esteem is a psychological trait related to a person's image of self-value and self confidence in total aspects of human activity (Rosenberg, 1965). Studies all over the world have associated self-esteem with human health and psychological well-being. This effect may be interpreted through the scope of resources increase and active coping against life's problems. Moreover there seems to be a strong anti stress impact on self-esteem regardless of the circumstances (Pruessner, Hellhammer, & Kirschbaum, 1999). High self-esteem is considered a fundamental aspect of personal well-being, happiness and adjustment (Brown, 1993). Many studies showed the relationship of stress and self-esteem at multiple levels. Self-esteem is included in psychological resources that help people manage stressful events and their responses to them (Taylor et al., 2010).

Depression is a major disorder that affects the quality of life by causing physical, emotional, cognitive, and behavioral changes. It is one of the top disorders that threaten human life in the twenty-first century, along with cardiac disorders and traffic accidents. The incidence of depression is significantly different by gender. It is about 2 times higher in women than in men ((Birmaher, Ryan, Williamson, Brent, & Kaufman, 1996). Depression in college students can continue into adulthood and if symptoms are aggravated, daily life can become difficult and suicide can even occur (Cho et al., 2002). Nursing students spend most of their time in the clinical practice and

completing requirement rather than expanding their knowledge and discussion. Therefore, this study explored self-esteem, academic stress and depression and the affecting factors among nursing students. Furthermore to use this knowledge in order to reduce stress, improve self-esteem and as a result eliminate psychological disorders and improve the academic performance of nursing students in future.

Methods

Research Design: Descriptive survey design

Population and Setting: This study was conducted among third and fourth year (150) nursing students, at three colleges of Nursing.

Measurement scales:

- The Rosenberg Self-Esteem Scale (RSE), which was developed by Rosenberg (1965), has 10 items. It has a Likert's scale with 4 points and a Guttman Scale re-production coefficient.92
- Self-rating Depression Scale (SDS) : The Self-rating Depression Scale (SDS), which was developed by Zung (1965). Ten items are worded positively and the other 10 are worded negatively.
- Academic stress scale :The questionnaire consisted of 33 items that were divided into four categories.

Data analysis: The collected data were analyzed using SPSS version 22.0. Descriptive statistics, One-way ANOVA and Pearson's correlation was used to analyze depression, self-esteem, and academic stress of nursing students.

Results

In this study results shown table 1 that, all the participants were female (100%), year of study 3rd year (50%) and 4th year (50%) . Most of the students were Hindu (75%) and family income below 15000 per month (53%). The satisfaction rate of the nursing as a major was 15(10%), 70(47%), 54(36%), 11(7%) respectively. The average satisfaction rate was 38.2% (56), 36.9% (54), dissatisfied 17.2% (27), very satisfied 5.7% (9) and very unsatisfied 1.9%.

Table 1: demographic data

Characteristics	Classification	N (%)
Age	18-20 years	98(65)
	21-23 years	52(35)
	Female	150(100)
Academic year	3rd year	75(50)
	4th year	75(50)
Family income	<10000	65(43)
	<15000	80(53)
	<25000	3(2.5)
	>25000	2(1.5)

Religion	Hindu	112(75)
	Christian	38(25)
	Muslim	0
Satisfying with nursing as a major	Very satisfied	15(10)
	Satisfied	70(47)
	Ordinary	54(36)
	Dissatisfied	11(7)
	Very dissatisfied	0
Satisfying with clinical practice	Very satisfied	9(5.7)
	Satisfied	56(38.2)
	Ordinary	54(36.9)
	dissatisfied	27(17.2)
	Very dissatisfied	3(1.9)

The students' average and standard deviation shown in the table 2 were the self-esteem scores ranged from 22 to 50, The average score was 42.55. The range of academic stress was from 2 to 44, The average score was 22.53. The depression ranged from a minimum of 25 to a maximum of 85. The average score was 40.79 .

Table 2. Mean and Standard Deviation of Variables (N=150)

Variables	Minimum	Maximum	Mean (SD)
Self Esteem	22	50	42.55 (5.77)
Academic Stress	2	44	22.53 (6.29)
Depression	25	85	40.79 (10.30)

The correlation between academic stress, self esteem and depression of nursing college students showed that there was a significant correlation between academic stress and self esteem ($r = -.224, p = .000$), between self esteem and depression ($r = -.403, p = .000$) and academic stress and self esteem ($r = -.408, p = .000$) That is, the higher the stress, the lower the emotional intelligence [Table 3].

Discussion

The purposes of this study to identify factors affecting depression of nursing students and to find out association between self-esteem, depression and academic stress. In this study, self-esteem was found to be related to satisfaction with major and academic stress, which affects depression. Self-esteem is an important factor for development and application of academic stress management strategies in third year college students who face academic stress and must navigate social adjustment and preparation for a career (Deniz, 2006). Thus, the enhancement of self-esteem has the advantage of increasing satisfaction with campus life and decreasing depression in college students.

Lots of researches have been shown that low self-esteem and stress are associated with mood disorders and depression. In particular, in a study of Jocelyn Smith Carter and Judy Garber, low self-esteem and low self-worth are associated with stress and depression. Both of them, constitute risk factors for appearance of depression, as people cannot manage and cope with the stressful life events (Carter & Garber, 2011) The results in the study show that academic stress partially mediated the effects of both self-esteem on depression (Nima, Rosenberg, Archer, & Garcia, 2013). Karin Schraml et al. (Schramla et al., 2011) examined three major groups of stress related factors, namely, adolescent subjective psychosocial conditions, lifestyle, and self-esteem. The results of this study confirmed that a substantial number of college students, especially females, feel stressed and psychologically burdened.

Conclusion:

This study was conducted to confirm the factors related to nursing students academic stress, self esteem and depression, many of the studies done related to stress and depression among various health professional studies, However in this study, involved third and fourth year nursing students, and there was a remarkable resemblance among the three college students that, clinical practice with completing requirement such as case study, presentation etc and finding job related stress. For this reason, students face low self esteem and depression. In this study, stress was found to be the most important factor affecting depression and indicates a need for stress management strategies to decrease academic stress and improve academic performance of nursing students.

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