

ASSOCIATION BETWEEN SELF-ESTEEM AND LIFELONG LEARNING ORIENTATION AMONG UNDERGRADUATE NURSING STUDENTS AT PRIVATE INSTITUTE SHABQADAR, CHARSADDA, KPK, PAKISTAN

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ABSTRACT

Background: Self-esteem, reflecting an individual's perceived value, is vital for psychological well-being. Nursing undergraduates face challenges that require strong self-worth. Lifelong learning is key to professional development, ensuring nurses stay competent. This study explores the link between self-esteem and lifelong learning orientation, emphasizing the importance of both for academic and professional success

Objective: To identify the relationship between Self-esteem and Lifelong Learning Orientation Among Undergraduate Nursing Students.

Material and method: An Analytical cross-sectional study was conducted at the Shahid College of Nursing, Charsadda, to identify the relationship between Self-esteem and Lifelong Learning Orientation Among Undergraduate Nursing Students. A sample size of 132 undergraduate students was selected using a convenient sampling technique. Data was collected through a valid questionnaire, divided into three parts: Part A, included demographic data; Part B, was included measures of self-esteem using The Rosenberg Self-Esteem Scale; and Part C, which assesses participants' lifelong learning orientation.

Results: The study found that most respondents were males (76.5%) aged 18-27 years (84.8%) enrolled in a BSN program (67.4%). A majority (87.1%) exhibited high self-esteem, with a mean score of 24.2, reflecting a positive self-assessment. Similarly, 75.0% demonstrated a strong lifelong learning orientation, with an average score of 30.5. A moderate positive correlation of 0.439 ($p < 0.01$) was found between self-esteem and lifelong learning orientation, suggesting that higher self-esteem is associated with a stronger commitment to lifelong learning. The results highlight the importance of fostering both traits to support personal and academic growth.

Conclusion: In conclusion, the study highlights the significant role of self-esteem and lifelong learning orientation in the academic and professional development of nursing students. The findings demonstrate that high self-esteem is associated with a strong commitment to lifelong learning, suggesting that cultivating both traits can positively impact students' growth. The moderate positive correlation between self-esteem and lifelong learning emphasizes the need for educational programs to focus on enhancing both self-esteem and learning orientation. This dual focus can foster personal, academic,

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and professional success, ultimately contributing to the development of competent, confident, and continuously evolving healthcare professionals

Keywords: *Self-esteem, Self-worth, Lifelong learning Orientation, Undergraduate*

INTRODUCTION

Background:

Self-esteem, being a simple psychological concept about the worth of one's self-developed from within, touches on several aspects of a person's life, for instance, academic, social communication, and general mental well-being. In recent years, mental health issues, in particular those concerning self-esteem, have gained worldwide interest, particularly among nursing students as their impact is highly destructive towards academic and professional advancement. Self-esteem defines one's core identity and is thus critical in general mental well-being and individual success.

Self-esteem is a central psychological factor that has a significant influence on the academic performance and interpersonal relationships of nursing students. It plays a very important role in shaping their coping mechanism and professional identity during their training. High self-esteem fosters confidence and enables students to withstand academic and clinical pressures, enhancing their ability to thrive in challenging environments. Studies demonstrate that a self-confident student is better at communicating with patients and getting along with other members of the healthcare team, which in turn leads to better clinical outcomes and overall care for the patient (1).

Self-esteem is an important psychological dimension that plays a crucial role in the development of nursing students both academically and personally while ensuring their success. High self-esteem has been linked to increased engagement in academic activities, where students participate more in class discussions, engage more with peers, and are more open to other learning opportunities. This proactive engagement brings about deeper learning. At the same time, these concepts enable students to understand and process complex nursing concepts that lead to a more satisfactory experience. Self-esteem also brings strength in resilience, preparing students for the tough challenges characteristic of nursing education. Resilient students will cope very well with the disappointment of bad examination results or an uncomfortable clinical placement and will not easily let those disappointments discourage them from pursuing their dream jobs as healthcare professionals. More often than not, a challenge is viewed as something capable of yielding the possibility of improvement (2).

Furthermore, self-esteem also greatly affects the emotional and psychological state of nursing students. Low self-esteem raises the levels of stress and unhappiness, especially in nursing students who are consistently exposed to high academic and clinical expectations. Elrefaay and Shalaby show that low self-esteem has the potential to negatively influence general welfare as well as academic performance. As a result, a deep understanding of the interrelation between the two factors is necessary. Such challenges are very significant to develop suitable strategies to help nursing students manage stress and enhance self-esteem, thereby promoting a healthier learning environment (3).

Despite appearing as a very important variable, surprisingly it has gained less attention than the volumes of literature on the problems of academic failure in nursing students. The devastation by low self-esteem is seen through the high levels of stress, which most of the time can be traced back to fear and insecurity, leading to anxiety and increased vulnerability to depression during those intense periods of education for nurses. This psychological burden could hinder students' critical thinking and ultimately affect their future professional practice. Therefore, nurse educators and policymakers must recognize this issue so that enhancing the self-esteem of nursing students will improve their mental health and academic performance (4).

Moreover, nursing students should be orientated towards lifelong learning since the healthcare industry is very fast-changing. Lifelong learning orientation is described as a person's orientation toward continuous self-development and adaptability in learning new knowledge and skills. For the nursing practitioner, who needs to update himself or herself to stay abreast of the latest medical procedures and technologies, this attitude is imperative. According to Kaulback (2020), the self-directed learning competencies that are very closely associated with a lifelong learning attitude among nursing students include self-monitoring, motivation, and communication skills. As such, active personal development tracking, maintaining academic motivation, and effective communication skills are among those chances that can be taken which will enable

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nursing students to learn something new and undergo changes as their careers advance. Such SDL skills put nursing students in a position that prepares them for further learning, and flexibility—the very attributes that are necessary to keep pace with a healthcare system that is changing daily (5). Additionally, a review by Qalehsari et al. emphasized that SDL in nursing entails intellectual independence, goal-setting, and self-motivation qualities that are essential for nurses to succeed professionally (6).

This is very relevant concerning nursing education in connection with linking the lifelong attitude of learning to self-esteem, whereby high self-worth students are more likely to set personal goals, achieve knowledge, and persist against difficulties and it has been validated that it increases their motivational level, and ability to engage in SDL. For example, Wong et al. (2021) found that, together, positive self-esteem and a supportive learning environment strengthened student's self-directed learning ability to facilitate students' more active participation in their learning process (7).

Shirazi et al. reported that persistence and curiosity, in this case intellectual are some qualities that should accompany the students for one to be capable of ensuring his or her sense of worth and the ability for continuous learning. Two main characteristics that characterize a resolute and confident student when presented with both academic and clinical challenges. Intellectual curiosity inspires a student to constantly seek knowledge and understanding and, therefore encourages one to be intensely involved with their studies as well as adapt to new information. With these traits, nursing students can have a lifelong attitude toward learning and enhance self-esteem, and they will perform well in their professions (8).

Complementary to the various psychological factors relatable to self-esteem and lifelong learning involving social support, major satisfaction, and the educational environment are different psychological factors that affect the educational experience of students. In SDL, ability has been shown to positively associate with social support from peers as well as teachers. A study, conducted by Jee and Yang, found that higher levels of social support and significant majors are associated with better adjustment to college, higher levels of self-esteem, and a lifelong learning orientation by nursing students (2). Similarly, Saleh et al. in an investigation pointed out that a motivational educational environment boosts the self-esteem and SDL skills of students and hence bolsters their overall engagement and resiliency in the nursing course (9).

Rationale:

A relationship between self-esteem and lifelong learning orientation would be of value to make the nursing student more prepared for their training and later professional roles. Understanding the relationship between self-esteem and lifelong learning orientations may provide teachers and developers of the curriculum with a variety of treatments and teaching strategies they could use to develop in nursing students the elements necessary to achieve good practice in this profession, those of being resilient, adaptable, and competent professionals in nursing. Another gap in the literature is specific interactions between these two characteristics in nursing students that advance our understanding of the variables supporting a smooth transition from a student to a healthcare professional.

Significance:

This study is significant because it considers how self-esteem and lifelong learning perspectives influence the personal and professional development of nursing students. It will help to develop strategies suited for educational purposes that can promote self-confidence and a spirit of lifelong learning of the most important attributes for the competent and flexible nurses required to face modern healthcare requirements. It might help the students develop a sense of self-worth and lifelong learning, thus likely promoting retention and enhancing the ability of graduating students to better care for patients. This research contributes to psychological characteristics and learning, which sets the stage for future research focused on building a more resilient and competent nursing workforce.

Objective

The main objective of this study is to understand how self-esteem may affect commitment to lifelong learning, and by exploring factors that can develop at the same time in learning environments, by determine

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if there is a relationship between the orientation towards lifelong learning and self-esteem among undergraduate nursing students.

Research Questions

The research questions for this study concerning the association between self-esteem and lifelong learning orientation among nursing students include,

What is the relationship between self-esteem and lifelong learning orientation among undergraduate nursing students?

How does the influence of self-esteem shape lifelong learning orientation in nursing students?

How does the educational environment, for instance, faculty support and peer interaction influence the association of self-esteem with the lifelong learning orientation of nursing students?

Operational Definition

Self-Esteem: Self-esteem is the degree to which nursing students feel worthy, competent, and confident about their abilities.

Lifelong Learning Orientation: Lifelong learning orientation is described as a person's orientation toward continuous self-development and adaptability in learning new knowledge and skills

LITERATURE REVIEW

Search Strategy

A comprehensive and systematic literature review was conducted. The literature review encompassed four internet databases: Google Scholar, PubMed, Science Direct, and CINAHL. The principal terms employed for literature search are 'Self-esteem', 'Self-worth', 'LLO', 'Undergraduate', and 'Lifelong learning orientation'. The search approach employed Boolean operators OR, AND, parentheses, and filters during the past ten years (2014 to 2024). The preliminary search yielded 319 articles. A stringent selection process was conducted to eliminate unnecessary studies, resulting in the selection of 17 eligible studies. Consequently, this literature evaluation encompasses a total of 17 research. The inclusion criteria included quality, originality, and alignment between the findings and the research aims of the current study.

Literature review

Khan et al. performed a cross-sectional study that measured the self-esteem among undergraduate nursing students in Pakistan. The sample consisted of 300 nursing students recruited from several private nursing colleges, and the data was gathered using the self-esteem measure developed by Rosenberg. The findings show that 61.5% of the respondents sustained mid-self-esteem confidence, while 21.7% were slightly confident. The study additionally found self-esteem and GPA average scores to be highly significant, and self-confident students also possess higher GPAs. The authors recommended appraisal of the self-esteem-building strategies through academic achievement promotion and other forms of support among nursing students (10).

Singh et al. evaluate nursing students' self-esteem in India by applying a descriptive survey research design. The participants were nursing students from different colleges who filled in the Self Esteem Questionnaire, which included 200 samples. As it turned out, 55.6% of respondents had average self-esteem, whereas 27.8% reported having low self-esteem. It was noted that social support networks, grades or schoolwork, and stress substantially affected their self-esteem. Also, it was recommended that nursing educators and administrators embrace approaches that will help enhance students' self-esteem and improve learning outcomes (11).

Rahman et al. investigated the relationship between socioeconomic status among nursing students in Pakistan and their self-esteem in 2020. It was a descriptive, survey-based study involving 200 nursing students—the sociological scale of status and the self-esteem measure developed by Rosenberg. The results were that nursing students from lower SES tend to have lower self-esteem. The researchers recommended that nursing educators and administrators could offer them some financial support and resources so they could recover from their crippled socioeconomic status (12).

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The nursing students' self-esteem at private nursing schools in Khyber Pakhtunkhwa, Pakistan, was investigated by Shah et al. 150 nursing students made up the sample size for this research. The collected data was based on the self-esteem measure developed by Rosenberg. Results showed that 51.2% of participants fell in the moderate self-esteem category while 30.5% were low. The study found that academic performance, social support, and stress contribute to self-esteem. The study concludes with recommendations from the authors that nursing educators and administrators focus more on teaching to maintain academic excellence, support, and lower stress to enhance students' self-esteem (13).

The cross-sectional study, which included 240 nursing students from three universities, 120 in each group representing the junior and final years, sought to check the correlation between academic success and nursing students' self-esteem in China. Educational records and the Self-Esteem scale of Rosenberg were used to collect data. Final-year students' mean self-esteem score was 34.6 ± 4.5 , significantly higher than that of their junior counterparts, who had a mean score of 30.4 ± 4.2 . Since self-esteem and academic achievement are positively connected, students with higher GPAs typically have higher self-esteem scores. The authors say that nursing instructors ought to emphasize academic success and provide support to raise students' self-esteem (14).

Kumar et al. examined the association between self-esteem and coping mechanisms among Indian final-year students of nursing. This descriptive survey involved 150 final-year nursing students from five nursing colleges. Data on coping mechanisms was collected using the Coping Mechanisms Scale, while The Rosenberg Test of Self-Esteem was used to gather data on self-esteem. Their finding shows that final-year students had better coping skills and a higher self-esteem level, with a mean self-esteem score of 35.1 ± 4.2 . Improved coping skills and self-esteem were attributed to increased exposure to academia and practice. In addition, it was proposed by the authors of the study that nursing educators should work on imparting the skills for effective coping and support to improve the student's self-esteem and general well-being (15).

Results from the research of Almansour AM showed that the majority 265 students (76.6%), of the students had medium self-esteem. On the other hand, low self-esteem in 53 students (15.3%), while high self-esteem levels in 28 students (8.1%). Testing the correlation between the self-esteem and the socio-demographic variables shows a positive relationship between them on factors like the year of study, physical health, psychological health, and the father's level of education, at $p < 0.05$. In summary, these findings are valuable as they provide insights for educators in nursing to develop awareness and educational programs to enhance the self-esteem of student nurses. These efforts are essential in preparing the future nurse with the necessary confidence and qualities for her professional responsibilities. However, this research also highlights the requirement for further work in testing the dynamics of self-esteem and its related factors that may well result in better interventions and more support systems within nursing education (16).

In the current study of Ebrahim R, Elrefaey SR majority of the nursing students reported experiencing moderate levels of bullying. According to the students, the most common sources of bullying were nurses, physicians, patients, and their families. Despite having positive social relationships within the University related to achievement factors, many students reported low self-esteem. Conclusion Although there was no statistical association between the overall bullying perception and self-esteem, the study shows that those students with low self-esteem used moderate coping strategies. Again, the study showed a high linkage between self-esteem and achievement factors. Based on these results, it is suggested that psycho-educational programs and seminar sessions be conducted to increase awareness about bullying in nursing education. These measures could improve the academic performance and self-concept of nursing students within a more favorable and pleasant educational setting (17).

The nursing student's mental health is influenced by numerous factors, including their total scores for self-esteem and stress, overall health assessment results, satisfaction with school life, and adverse events over the past year. While analyzing the data, the following factors were noticed, which significantly impact the well-being of nursing students and are essential to overall health. It is recommended in the discussion that regular monitoring of nursing students' mental health throughout their education is essential. The implementation of preventive practices is crucial in addressing and reducing potential mental health issues among this group (18).

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Altaweel F et al found that most of the respondents, 64.0%, possess level average score for self-esteem and the average depression level as measured from 31%. A case was established showing a prevalence of depression for those in nursing students younger than 23 years. Others indicated those who did not want nursing as their choice but happened to be undergoing these training courses, which did not adjust their study time; a big number of respondents displayed greater than average depression scores. The study identified several factors that predicted depressive symptoms, including study time stress ($\beta = .308$, $p = .000$), preference for nursing as a profession ($\beta = -0.171$, $p = .004$), Grade Point Average (GPA) ($\beta = -0.168$, $p = .005$), and gender ($\beta = 0.124$, $p = .035$). Results indicate that levels of depression in nursing students are on average mild to moderate, hence of great importance to establish the causes of the psychological problems of these students to their improvement. It will be appropriate to make further analysis of the cause of this problem in nursing students for early detection of depression stages and take its management steps to minimize the adverse effects caused by depression. Supportive measures can help institutions of learning better support the welfare of nursing students, improve their academic and professional results, and enhance the care they offer to patients (19).

The data found that most students were pleased with how they looked. High level of self-esteem related to their body image. This shows that there exists a sharp relationship between body image and self-esteem, wherein a higher positive view toward body image is associated with increased participants' self-esteem. The results indicate a strong positive correlation in between body image and self-esteem in female nursing students. This implies that improving body image satisfaction can enhance self-esteem, underscoring the significance of addressing body image concerns in nursing education. Cultivating a positive body image could be a practical approach to supporting the nursing student's psychological well-being, ultimately benefiting their personal and professional growth (20).

Results of the study of Lu Y et al indicate that exposure time to PBL yields a significant impact on the nursing students' self-assessed competencies. The majority of students from Group 3 who had the highest exposure time to PBL demonstrated a higher self-evaluated score in all core competencies except for the competency of execution, as compared with students from the other two groups. This indicates that greater participation in PBL is beneficial to students' self-assessment of their competency in various skills. Indeed, in terms of competency total score, all three groups improved by 0.12 points from the pre-test to the post-test, but Group 3 had much better improvement compared to Groups 1 and 2. The improvement, as seen here, was particularly salient in information analysis, execution, and life-long learning competencies. Overall, the data suggest that more experience with PBL strategies might be an important way of enhancing core competencies among students in nursing. The group which has the greatest amount of experience in PBL showed the highest improvement. In conclusion, the results have further emphasized the importance of PBL in promoting critical skills essential for nursing practice (21).

The overall conclusion drawn from the study of Oducado, R. was that there were several psychological characteristics with which second-year nursing students' academic achievement had a strong and positive correlation. More specifically, this study discovered that gritty ($r_s = 0.186$, $p = 0.023$), self-esteem ($r_s = 0.301$, $p = 0.000$), and readiness for self-managed learning, $r_s = 0.360$, $p = 0.000$, were associated in a considerably positive way with better academic achievement. As a corollary to these findings, self-reliance, hardiness, and the ability to take control of one's learning are psychological assets that hold implications for a student's success in nursing school. The importance of teaching methods that foster self-directed learning, the development of self-confidence, and grit is highlighted because these may prove instrumental in the academic success of nursing students. These techniques are important in helping students overcome challenges in the learning process as well as succeeding in school (22).

This study executed by Ike, O. aimed to identify the role played by self-esteem as a mediator in the life orientation-optimism vs. pessimism and depression relationship among undergraduate Nigerian students. This study involved a sample size of 540 students who were 250 males and 290 females with a mean age of 20.71 and a standard deviation of 2.97. The participants provided information via questionnaires that had to be used alongside measures like the Self-rating Depression Scale, the Rosenberg Self-Esteem Scale, and the Life Orientation Test-Revised. The regression analysis revealed that optimism had a negative correlation

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with depression, while pessimism was positively correlated with depression. Besides, self-esteem was negatively related to depression. It is crucial that the self-esteem moderated the relationship between optimism and depression in which high self-esteem subjects circumvented the potential for depression occasioned by pessimism. Self-esteem did not moderate the relationship between pessimism and depression. The importance of fostering optimism as a positive life orientation and improving self-esteem as the powerful grounds for an effective reduction of depression necessitates giving way to developing intervention strategies and support services focusing on building optimism and self-esteem as ways to prevent or even reduce depression and promote more general well-being in vulnerable populations (23).

It was demonstrated that the score of JeffSSL-HPS had a very powerful positive correlation with the total scores of SDLI, meaning the students who scored higher on SDLI tended also to score higher on LLO. Besides this, significant positive correlations were seen between JeffSSL-HPS total scores and four other separate SDL domains, namely, learning motivation ($r = 0.63, p < .0001$), planning and implementation ($r = 0.52, p < .0001$), interpersonal communication ($r = 0.39, p < .0001$), and self-monitoring ($r = 0.48, p < .0001$). The results indicated that these SDL skills go a long way in getting these SDL skills highly oriented towards lifelong learning by a student. In light of these observations, faculty should employ instructional methods to foster SDL skills since SDL is critical for lifelong learning. Interpersonal communication, planning and implementation, self-monitoring, and motivation for learning are better fostered in nursing students to prepare them better for professional development across the years of their profession (24).

Velmurugan et al. (2018) assert that nursing students should adopt a lifelong learning attitude. A study revealed that those learners who have an outspoken commitment toward lifelong learning are keener to seek knowledge proactively. They seek educational opportunities and develop self-directed learning habits very important to adapt themselves in the current fast-changing scenario of the healthcare delivery. These students have a higher possibility of participating in workshops, undertaking continuing education, and keeping abreast of the new advancements concerning clinical procedures or technology. Their proactive approach to learning can ensure them better preparedness to offer quality service to patients (25).

Hwang EH, and Kim KH found that academic resilience, optimism, emotional intelligence, and self-directed learning competency are highly interrelated in a very positive way. It is found that self-directed learning competency acted as the mediator for the relationship between academic resilience, optimism, and emotional intelligence. This implies that how these psychological factors would influence the resilience of nursing students and their overall academic performance to a large extent depends on their self-directed learning competency. In summary, the study does provide substantial evidence for the mediating role of self-directed learning competency in the interaction between academic resilience, emotional intelligence, and optimism among nursing students. The study points to the necessity of developing positive psychological dispositions and self-directed learning skills in light of the rapid changes introduced by changing clinical environments and the challenges presented by events like the COVID-19 pandemic. These areas require strengthening for nursing students to be better prepared to accept changes in clinical practices as well as educational settings (26).

Self-directed Learning SDL has been found to have a positive impact on creativity, with two middle factors, specifically organizational development culture (ODC) and creative self-efficacy (CSE), performing a sublime job in improving the said relationship. Their mediating influence occurs through three pathways. Firstly, SDL develops ODC that, in turn, fosters creativity, meaning that a supportive, development-oriented culture within an organization is of utmost importance in unlocking creative outcomes for self-directed learners. SDL boosts creative self-efficacy, or the learner's belief in his creative competence, which in turn fosters additional creativity. Finally, a combined process of SDL through both ODC and CSE gives way to an intermediate effect: a development-oriented culture enhances creative self-efficacy, which boosts creativity. This interaction puts it forward that both SDL in a supportive environment and personal confidence in creativity have to be successful for SDL to fully translate into creative output, creating cumulative positive effects on creativity (27).

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METHODOLOGY

Study Design: An Analytical Correlational study design was used to find association Between Self-esteem and Lifelong Learning Orientation Among Undergraduate nursing students at private institute.

Study Settings: Study was conducted at Shahid Collage of nursing, Shabqadar.

Study Duration: The duration of the study was Approximately 4 Month after approval from Institute.

Sample Size:

The sample size was 132 which is calculated by using the online Raosoft calculator, having a total population of 200 nursing students with a 95% confidence level and keeping a 5% margin of error. The response distribution rate was 50% by default.

Sampling Technique: For selection of the participants a Conveniently sampling technique was used.

Inclusion Criteria:

1. All those nursing students who were currently enrolled in a Bachelor of Science in Nursing (BSN) or Post-RN program included.
2. Students from any academic year (1st, 2nd, 3rd, or 4th year) in the selected nursing institutions were included.

Exclusion Criteria:

1. Those Students who are currently on a leave or absence will be excluded.
2. Students with a documented history of severe psychological conditions that may impact self-esteem, as reported by the institution or student.

DATA COLLECTION PROCEDURE:

Data was collected through an adopted questionnaire in three parts. Part-A encompassed the demographic variables of the participants. Part-B included 10 series of questions on a four-point Likert scale related to self-esteem; It is measured by using The Rosenberg Self-Esteem Scale, with a Cronbach- α 0.92 [5]. Part-C will include 14 questions regarding Participants Lifelong Learning Orientation on a four-point Likert scale; and quantified by using Jefferson Scale of Lifelong Learning (JeffSPLL) with Cronbach- α 0.87 [6].

A permission letter was signed by the head of the institute from where data were collected. Informed consent was obtained from each participant in written form before data collection. The participants were autonomous in whether to be a participant and have the right to withdraw their participation at any time.

DATA ANALYSIS PROCEDURE:

The collected data undergo analysis using the latest version of SPSS 22.0. The descriptive statistics were calculated for demographic variables like age, gender, income etc. Frequency and percentage were computed for categorical variables, while mean and standard deviation calculated for continuous variables. In inferential statistics, the Pearson Correlation coefficient was employed to determine the relationship between self-esteem, and Lifelong Learning orientation.

CHAPTER FOUR: RESULTS

The gender distribution of the participants was such that 101 respondents (76.5%) were male, while 31 respondents (23.5%) were female. In total, there were 132 participants, and cumulative percentages matched valid percentages.

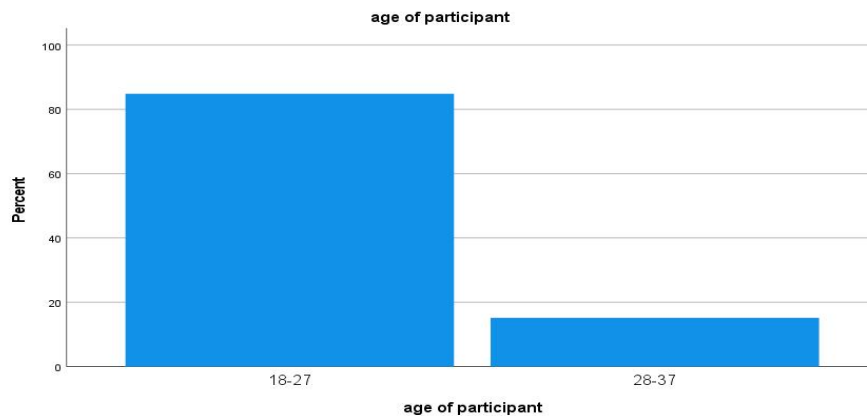
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Table 1: *Genders of the participants*

GENDER OF THE PARTICIPANTS					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	101	76.5	76.5	76.5
	Female	31	23.5	23.5	100.0
	Total	132	100.0	100.0	

The age distribution of the participants showed that the majority, 112 individuals (84.8%), were between 18 and 27 years old, while 20 individuals (15.2%) were aged 28 to 37. The total number of participants was 132, with valid and cumulative percentages confirming these proportions.

Figure 1: Age of participants



The educational program distribution of the participants indicated that 89 individuals (67.4%) were enrolled in the BSN program, while 43 individuals (32.6%) were in the POST RN program. The total number of participants was 132, with valid and cumulative percentages reflecting these proportions.

Table 2: Educational Program

EDUCATIONAL PROGRAM					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	BSN	89	67.4	67.4	67.4
	POST RN	43	32.6	32.6	100.0
	Total	132	100.0	100.0	

The descriptive statistics for the total score (TOTAL_SE) revealed a sample size of 132 participants. The minimum score was 6, and the maximum score was 30. The mean score was 24.1970, with a standard deviation of 4.16169. The valid sample size (listwise) was also 132.

Table 3: Descriptive statistic of Self- esteem of participants

DESCRIPTIVE STATISTICS					
	N	Minimum	Maximum	Mean	Std. Deviation
TOTAL SELF-ESTEEM	132	6.00	30.00	24.1970	4.16169
Valid N	132				

The distribution of self-esteem levels among respondents showed that 6 out of the total number (4.5%) had self-esteem at low level, with 11 persons (8.3%) having middle-level self-esteem and 115 persons (87.1%)

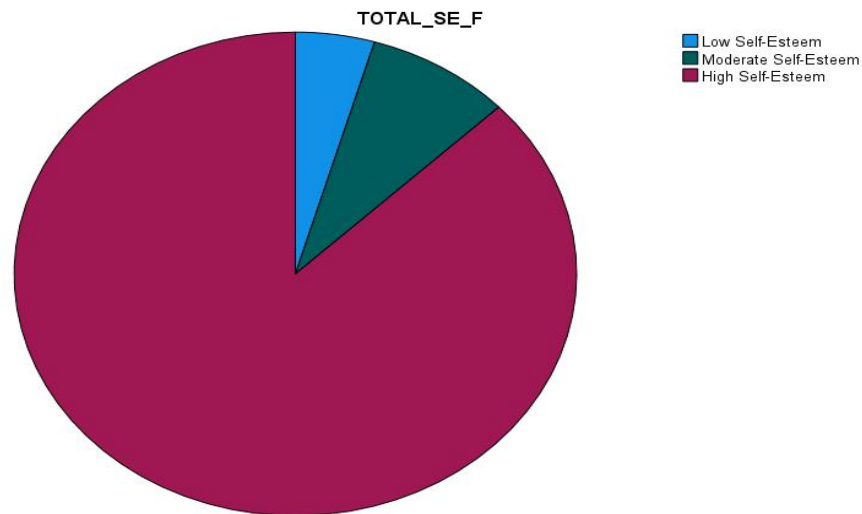
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having high levels of self-esteem. Thus, from the total number of 132 participants, valid and cumulative percentages reflect these proportions.

Table 4: Level of self-esteem

TOTAL LEVEL OF SELF-ESTEEM					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low Self-Esteem	6	4.5	4.5	4.5
	Moderate Self-Esteem	11	8.3	8.3	12.9
	High Self-Esteem	115	87.1	87.1	100.0
	Total	132	100.0	100.0	

Figure 2: Self-esteem of participants



The descriptive statistics for the total score (TOTAL_LLO) showed a sample size of 132 participants. The minimum score was 10, and the maximum score was 42. The mean score was 30.5455, with a standard deviation of 8.04696. The valid sample size (listwise) was also 132.

Table 5: Descriptive statistic of Life long learning orientation

DESCRIPTIVE STATISTICS					
	N	Minimum	Maximum	Mean	Std. Deviation
TOTAL LLO	132	10.00	42.00	30.5455	8.04696
Valid N	132				

The lifelong learning orientation among the participants was distributed in the following way: low lifelong learning orientation had 13 participants (9.8%), medium lifelong learning orientation had 20 participants (15.2%), and high lifelong learning orientation had 99 participants (75.0%). The number of participants was 132 with valid and cumulative percentages corresponding to the above proportions.

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Figure 3: level of life long learning orientation

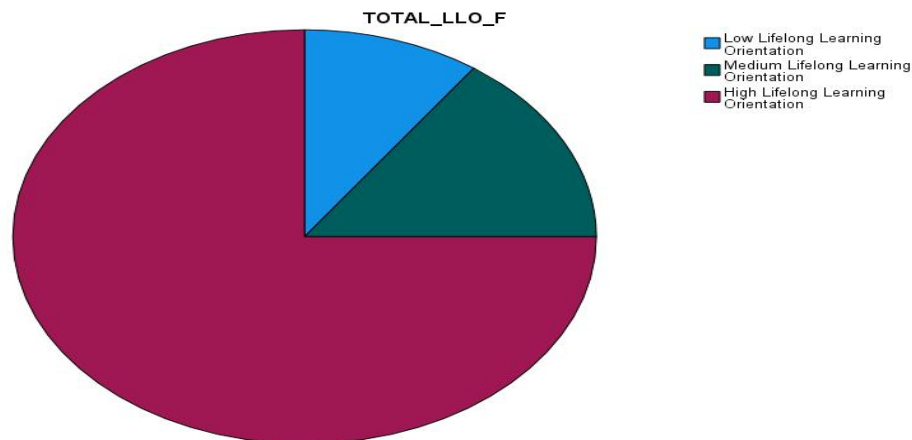


Table 6: level of lifelong learning orientation

TOTAL LIFELONG LEARNING ORIENTATION					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low Lifelong Learning Orientation	13	9.8	9.8	9.8
	Medium Lifelong Learning Orientation	20	15.2	15.2	25.0
	High Lifelong Learning Orientation	99	75.0	75.0	100.0
	Total	132	100.0	100.0	

A Spearman's rank-order correlation was conducted to examine the relationship between Total Self-esteem and Total Lifelong Learning Orientation. The results revealed a moderate positive correlation between the two variables, with a correlation coefficient of $r_s=0.439$, statistically significant at the $p < 0.01$ level (two-tailed). The analysis included 132 participants for both variables, ensuring consistency in the sample size. This finding suggests that as the level of Self-esteem increases, Lifelong Learning Orientation also tends to increase, indicating a meaningful association between the two constructs under investigation.

Table 7: Spearman rho test between Self-esteem and LLO

CORRELATIONS				
			TOTAL SE	TOTAL LLO
Spearman's rho	SELF ESTEEM	Correlation Coefficient	1.000	.439**
		Sig. (2-tailed)	.	.000
		N	132	132
	LIFELONG LEARNING ORIENTATION	Correlation Coefficient	.439**	1.000
		Sig. (2-tailed)	.000	.
		N	132	132

** . Correlation is significant at the 0.01 level (2-tailed).

DISCUSSION

This study resulted to be a general manifestation of high self-esteem. For example, while 87.1% were categorized with high self-esteem their mean score was 24.20 with a standard deviation of 4.16, and only 4.5% were in the group of low self-esteem. Kim and Kim's studies, as well as Aslam et al., also reported high self-esteem levels in nursing students, which they attributed to the structured academic programs that are

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meant to help students develop themselves both personally and professionally (28). Similarly, Johnson et al. reported that healthcare students had higher self-esteem than students in other fields, which they attributed to the demanding yet nurturing environments that medical and nursing education programs offer (30).

In contrast, Rahman et al. cited a larger variation of self-esteem levels by nursing students with many registering for moderate or low self-esteem. Such fluctuation was linked to institutional problems, including inadequate resources and higher stress levels (31). Wang and Li also noted that some students coming from inadequately funded schools have reported their low self-esteem, thus noting the weight of contextual factors on self-perception (32).

In this study, 75.0% of participants exhibited a strong LLO, with an average score of 30.55 (SD = 8.05). This means that the participants had an essential quality to become health care professionals, which is the motivation toward continuous self-improvement. The findings of this study are in agreement with Chen et al. as these researchers reported the same kind of high lifelong learning orientation of nursing students. This was attributed to their awareness of the evolving nature of the healthcare sector and the ongoing need to upgrade skills to remain competent (33).

However, Wang and Li, reported that nursing students from underfunded institutions had lower LLO ratings because they had fewer resources and limited access to professional development opportunities, making it difficult for them to prioritize lifelong learning. These data demonstrate the heterogeneity in LLO according to institutional and cultural environments (33). Rahman et al. discovered modest levels of lifetime learning orientation among students in high-stress educational situations, highlighting the possible negative impact of external stressors on continuous learning motivation (32).

This study found a moderate positive association ($r_s = 0.439$, $p < 0.01$) between self-esteem and lifelong learning orientation, suggesting that better self-esteem leads to a stronger desire for lifelong learning. This link emphasizes the interplay between personal confidence and the motivation to pursue ongoing professional improvement. Previous studies reported the same findings. For instance, Chen et al. found that self-esteem strongly predicts lifelong learning behaviors in healthcare students. It means that individuals who perceive themselves positively are likely to set challenging learning goals and continue striving for those (34). Zhao et al. also found that self-esteem enhances resilience and adaptability, which are the prime movers of lifelong learning, particularly in challenging academic environments (29). Similarly, Johnson et al. have observed a strong association between self-esteem and lifelong learning, emphasizing that supportive educational programs not only promote confidence but also instill in pupils the value of continual self-improvement (30).

However, some studies provide more nuanced perspectives. Wang and Li found that the relationship between self-esteem and lifelong learning orientation varies across cultural contexts, as collectivist civilizations show weaker relationships than individualistic ones because the incentives for lifelong learning differ (33). Similarly, Rahman et al. established that poor self-esteem factors typically resulting from stressful or unsupportive learning situations substantially influence lifelong learning orientation, which puts a lot of stress on the significance of environmental factors to mediate this link (31).

CONCLUSION

The results from the study emphasize many features of the importance of the subjects' self-esteem and lifelong learning orientation. The majority of the respondents were males (76.5%) aged between 18-27 years (84.8%) who entered a BSN program (67.4%). The total self-esteem scores revealed that the majority of participants (87.1%) had high levels of self-esteem, with a mean score of 24.2, indicating a generally favorable self-assessment among the participants. Similarly, the majority of respondents (75.0%) had a high lifetime learning attitude, with an average score of 30.5, indicating a strong preference for continual learning. Additionally, the study found a moderate correlation coefficient of 0.439 ($p < 0.01$), indicating a moderate positive relationship between self-esteem and lifelong learning orientation. This shows that those with higher self-esteem are more committed to lifelong learning. This association emphasizes the need to cultivate both self-esteem and learning orientation in educational and professional settings, as they can reinforce one another and contribute to overall personal and academic development.

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Recommendation

1. **Promoting self-esteem development:** Educational institutions should incorporate workshops, courses, and personal development activities to foster confidence, self-worth, and support academic and professional growth.
2. **Support Life long learning culture:** Educational systems should promote lifelong learning by providing resources, flexible learning opportunities, and self-directed learning tools. A culture that celebrates curiosity, skill enhancement, and knowledge acquisition will inspire continuous learning.
3. **Integrate into Curriculum:** The study suggests that fostering self-esteem and lifelong learning orientation in educational practices can influence each other, suggesting that strategies like constructive feedback, mentorship, and achievement recognition should be prioritized.

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