

PREVALENCE OF SELF-ESTEEM AMONG UNDERGRADUATE NURSING STUDENTS IN PRIVATE NURSING COLLEGES AT CHARSADDA PAKISTAN

Doonya Dar^{*1}, Atta Ur Rahman², Ashfaq Ahmad³, Asim Ullah⁴, Rehan Ullah⁵,
Waqas Ahmad⁶, M Hamza Khan⁷, Kashif Ahmed⁸

^{*1,8}Nursing Lecturer Shahid College of Nursing Shabqadar
^{2,3,4,5,6,7}Bachelor of Science in Nursing (Generic BSN) Students of Shahid College of Nursing Shabqadar
Charsadda

^{*1}doonyadar7@gmail.com, ²attaurrehman17102@gmail.com

Corresponding Author: *

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ABSTRACT

Aim: This study aims to explore the prevalence of self-esteem among undergraduate nursing students in private nursing colleges in Charsadda

Objective: To assess the prevalence of the self-esteem of undergraduate nursing students studying in Private nursing colleges at Charsadda.

Method: A descriptive cross-sectional study involving 132 participants from private nursing colleges employing the Rosenberg Self-Esteem Scale. Data collected will be analyzed using the appropriate statistical package SPSS that will determine the distribution levels of self-esteem and associated demographic factors.

Results: Findings indicated that 48.5% of the students had moderate self-esteem, 43.9% high, and 7.6% low self-esteem. Significant associations of self-esteem with the following demographic factors were noted- age and family structure.

Conclusion: Most students have moderate to high self-esteem, which is very crucial in managing academic and clinical stresses. Improvement of support structures and mentorship in nursing education will also add to enhancing student self-esteem and success in academic affairs.

Keywords: self-esteem, nursing students, private colleges, academic performance, demographic factors

INTRODUCTION

1.1 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.

The academic and social pressures facing new-generation nursing students are much more intense, especially in private nursing colleges. In some instances, the competition might be much higher compared to that of public colleges, making the challenges posed unique to these private institutions. In that case, high self-

The Research of Medical Science Review

esteem becomes critical for nursing students as it affects not only academic performance but also improves one's ability to deal with stressors and demonstrates resilience throughout college.

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).

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 (4).

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, it is crucial for nurse educators and policymakers to recognize this issue so that enhancing the self-esteem of nursing students will improve their mental health and academic performance (5).

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 which is capable of yielding the possibility of improvement (6).

Perceived self-esteem is psychologically meaningful and has a strong influence on the emotional and cognitive development of new nursing students. Resilience and stress tolerance are two very important qualities in overcoming the scholastic barriers associated with nursing programs, and strong self-esteem is very closely related to these traits. Students with high self-esteem are better prepared to take on the demands of nursing school because they tend to approach things with a positive attitude and belief in their abilities (7). Social anxiety is a prevalent problem amongst undergraduate nursing students, through which self-esteem and well-being have been adversely affected. Usually, it is how high expectations and very demanding clinical experiences during the education process in nursing make students feel even more anxious socially. As pointed out by Ayed et al. (2024), from the pressure of these expectations, people's self-doubting increases and reduces one's self-worth, which becomes complicated enough when one starts in this profession. The student suffering from social anxiety will not be able to take part in group discussions, interact with peers, or seek help from instructors. All these are important for academic success and professional development. This interplay between social anxiety and self-esteem underlines the urgent need for research that explores how these factors influence each other. The nursing programs can develop targeted interventions to support students' mental health by addressing the interconnectedness of social anxiety and

The Research of Medical Science Review

self-esteem. Counseling services, peer support groups, and workshops that promote social skills and resilience are examples of such initiatives. Fostering a supportive environment that acknowledges and addresses social anxiety can help students build confidence, improve their self-esteem, and prepare them to become competent and compassionate healthcare professionals(8).

Undergraduate nursing students are at a higher level of stress, anxiety, and depression because education in the nursing field tends to be rigorous. Consequently, it has a significant effect on their academic performance as well as their overall psychological well-being. Some major causes of higher levels of student stress in this area would include demands associated with clinical placement and mastering specific medical content. There is a need to understand the prevalence and impact of mental health issues in nursing education to establish support systems that foster resilience and mental health among students (9).

Self-esteem is a determinant of academic performance and interpersonal relationships in nursing education. High self-esteem enhances coping mechanisms and resilience, which further results in better academic performance. In contrast, low self-esteem leads to higher anxiety, stress, and lack of motivation. There is a need to understand what contributes to the self-esteem of nursing students so that effective curricular strategies and support networks can be developed for overall well-being (10).

Anxiety and self-esteem are the two most important psychological factors that significantly influence the students of this learning path. The student nurse is typically more anxious than the professional nurse after his or her passage through training. The levels tend to vary. However, this is the principal reason why educational systems in this regard need to address such strategies that support student nurses in developing a self-image and managing anxiety by making them prepared for this profession and patient care simultaneously (11).

1.2 RATIONALE

This paper has justification for the increase in research that connects self-esteem with academic performance, success in a profession, and well-being. In particular, this study is highly significant because it focuses on private institutions, where pressures could be different, ranging from higher tuition fees to increased competition and diverse expectations from society compared with public college students. A number of earlier studies carried out in different geographical settings have demonstrated various factors influencing the self-esteem of nursing students: gender, year of study, family background, and socio-economic status.

1.3 SIGNIFICANCE

In any way, the importance of the present study lies in making some informed interventions aimed at improving mental health and professional development among nursing students in private colleges. Time and again, studies have shown a direct association between high levels of self-esteem and excellence in academic performance, toughness in adversity, and resilience as well as low degrees of stress. The critical interface between self-esteem and successful adaptation to college life along with continued academic accomplishment puts more emphasis on the idea that good academic support from the university education environment is crucial in producing that individual. More significantly, the higher the self-esteem of a student, the higher the probability of such students engaging in active and effective participation during clinical placement and also depicts communication and problem-solving skills, which are essential nursing practices.

1.4 OBJECTIVE

The core objective of this study is to observe the prevalence of self-esteem among undergraduate nursing students in private nursing colleges in Charsadda. This research aims to clarify the extent of self-esteem issues among this population group, allowing for targeted interventions.

1.5 RESEARCH QUESTION

The research questions guiding this study are as follows: What is the prevalence of self-esteem among undergraduate nursing students in private nursing colleges in Charsadda? What socio-demographic factors

The Research of Medical Science Review

are associated with self-esteem in these students? What impacts does self-esteem have on the academic performance and mental health of nursing students in this region?

In summary, the present findings will add much more to the existing literature with regard to the mental health of nursing students, most particularly those in private colleges. It is essential, therefore, that self-esteem issues be addressed as being directly related to both academic and professional competence. For nursing students, self-esteem is not only an essential component of personal well-being but also in the assurance of quality services that would be provided through future healthcare providers. Their mental and emotional resilience becomes essential in this regard. Identifying factors that affect self-esteem and implementing interventions to enhance it are crucial steps toward fostering mental health and professional success among future nurses.

CHAPTER 2

LITERATURE REVIEW

Self-esteem is an important psychological factor that affects a person's overall well-being, professional development, and academic performance. Undergraduate nursing students need self-esteem, as it shapes confidence, communication ability, and patient care abilities. This literature review, as part of a larger study, aims to synthesize recent studies on the self-esteem's prevalence among undergraduate nursing students, providing a thorough understanding of the current research status in this area.

Our research process was meticulous and comprehensive. We utilized several reputable databases, such as Scopus, PubMed, CINAHL, and Google Scholar, to make a wide range of perspectives. The keywords we used were carefully selected to capture the essence of our study: self-esteem, undergraduate nursing students, and private nursing colleges. We set strict inclusion conditions, focusing on English language and peer-reviewed journal articles published from 2018 to 2024, to ensure the quality and relevance of the data we collected.

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 (12).

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 (10).

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 (13).

A study examined the connection between South Korean nursing students' self-esteem and social support. Data was collected from 180 nursing students who participated in the study using a descriptive survey instrument that included the Rosenberg Measure of Self-Esteem and the Cultural Support Questionnaire. The findings showed association between self-esteem and social support from friends, family, and teachers. The

The Research of Medical Science Review

researchers proposed that nursing education and administration should provide an environment that promotes learning and fosters student socialization (14).

The Self-Esteem Questionnaire was used to gather data for a comparative study of 150 female and 150 male nursing students in India. The results show that male and female nursing students differ substantially; male students have greater levels of self-esteem than female students. To boost female students' self-esteem, the researchers suggested that nursing educators examine their many demands (15).

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 (16).

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 (17).

Hassan et al. explored the connection between cultural values and self-esteem among Pakistani nursing students. The cross-sectional qualitative research was done with 20 nursing students using semi-structured interviews. Findings suggest that cultural values of family and social obligation could influence self-esteem among nursing students. Nursing educators are tasked to keep in mind the need to provide culturally congruent interventions (18).

Chen et al. investigated the effects of stress and anxiety on the self-esteem of nursing students from Taiwan. Their results indicated that when there were higher levels of stress and anxiety, self-esteem was adversely impacted. For this reason, the authors suggested that nursing education institutions adopt some form of stress management and anxiety reduction practices that can raise students' self-esteem levels (19).

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. The positive correlation between academic level and nursing students' self-esteem is a significant finding with practical implications. It underscores the importance of fostering confidence and self-worth in nursing education. This insight should inspire nursing educators and administrators to create supportive learning environments, provide hands-on training, and offer career development opportunities. Nursing student's self-esteem will improve through these beginnings (20).

Higher academic success is linked with stronger self-assurance, according to the data, demonstrating that students who believe in their skills are more likely to receive higher grades. Likewise, there is a beneficial association between academic success and self-worth, suggesting students who have higher self-esteem typically do better academically. On the other hand, there is an inverse relationship between perceived stress and academic achievement, with higher stress levels having negative impacts on students' academic performance. In addition, the study stresses the importance of self-worth and self-belief as factors related to academic achievement and the controlling impact of perceived stress. These results indicated that raising nursing students their sense of self-worth and self-belief may enhance their academic achievement (21).

The Research of Medical Science Review

Only 294 of the 411 students that participated in the study were taken into consideration in the analysis due to their insufficient responses. Using a model based on regression, it was found that undergraduate students' resilience was significantly predicted by their level of self-esteem. The model identified 8.8% of the variability in resilience ratings with a statistically significant F value ($F(4,289) = 6.942, p < .05$). Specifically, self-esteem emerged as a strong predictor of resilience ($Beta = -0.269, t = 4.629, p = .000$). The findings show a positive association between college students' psychological distress, resilience, and self-esteem, emphasizing the significance of building resilience to help them in coping with and adapting to stressors in their educational setting. Therefore, the study stresses how important it is to develop resilience-focused interventions for college students to reduce psychological distress and enhance their general well-being (11). Results from the study uncovered strong associations between State and Trait in all students, as well as significant connections of both State and Trait with Depression across student cohorts. Importantly, the scale of self-esteem was highly related to Depression and Traits only among the business administration and finance students. The State also positively correlated with academic improvement among all of the students, such that improvements in State were associated with improvement in academic status. Moreover, self-esteem scores were seen to increase as students advanced in their educational career in the discipline of business administration and finance. In summary, the results suggest the necessity of intervention into the mental health issues of University students. The findings point to an apparent need for adequate services for mental health and promotion strategies within educational institutions for support in students' wellbeing in the academic journey. Such endeavors could go a long way in improving the health of the students and their performances at school (22).

The research revealed that younger individuals (19.1 ± 1.9 years) reported lower perceived stress levels than their older counterparts (22.5 ± 7.4 years; $p = 0.030$). Additionally, those with lower stress levels (147.0 ± 16.3) demonstrated higher resilience scores than individuals experiencing higher stress levels (125.0 ± 22.5 ; $p < 0.001$). Examination of self-esteem tertiles showed that participants with better self-esteem also displayed greater resilience, with scores of 146.0 ± 17.65 compared to 133.85 ± 24.84 ($p = 0.037$). Furthermore, Spearman's correlation indicated a significant negative association between resilience scores and perceived stress ($r = -0.415, p < 0.001$), suggesting that as resilience increases, perceived stress decreases. In summary, the results emphasize the crucial connection between age, resilience, and perceived stress among University students, indicating that younger individuals experience less stress and exhibit higher resilience. The positive relationship between self-esteem and resilience highlights the importance of nurturing self-esteem to improve student resilience. These findings imply that University students may face pre-existing psychological challenges when entering academic life, such as heightened stress and lower levels of self-esteem and resilience, emphasizing the need for targeted interventions to support their mental well-being (1).

Results from the research 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 (23).

The majority of the respondents reported medium to high self-confidence with a mean score of 35.29 and a self-esteem mean score of 23.48. The analyses revealed that self-efficacy was associated significantly with being male, prioritizing nursing in college entrance examinations, being satisfied with the nursing course, and not experiencing overload. Self-efficacy was also positively associated with self-esteem and age. The levels of self-confidence and self-esteem in the study are moderate to high and mild, respectively. These are interrelated and significantly influence personal and professional development. Findings thus point out a

The Research of Medical Science Review

need to strengthen mental health support to nursing students, especially vulnerable ones such as female students, those who face heavy workloads, or those not satisfied with their curriculum. Such mental health investment could contribute toward a more resilient and competent nursing workforce (24).

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 (25).

The findings of the study highlighted that 19.55% of students had low self-esteem, 30.17% of the students experienced depression, 49.16% of students struggled with Internet addiction, 34.64% of the students faced anxiety, 20.67% of the students were involved in cyberbullying, and 17.32% reported incidents of being cyberbullied. An important discovery was the negative correlation between self-esteem and the likelihood of engaging in cyberbullying (adjusted odds ratio [AOR] = 0.782, 95% CI: 0.830–0.950, $p = 0.002$) or becoming a victim of AOR = 0.840, 95% CI: 0.810–0.920, $p < 0.001$ for cyberbullying. Furthermore, both cyberbullying (AOR = 1.028, 95% CI: 1.012–1.049, $p = 0.003$) and cyber-victimization (AOR = 1.027, 95% CI: 1.010–1.042, $p < 0.001$) were found to be predicted by Internet addiction. Additionally, both cyberbullying (AOR = 1.047, 95% CI: 1.031–1.139, $p < 0.001$) and cyber-victimization (AOR = 1.042, 95% CI: 1.030–1.066, $p < 0.001$) were associated with a higher chance of experiencing anxiety. The results emphasize the necessity for comprehensive programs designed to assist University students in dealing with the dangers associated with cyberbullying and cyber victimization. Such a set of programs must aim at addressing the connected effects of poor self-esteem, mental health conditions, and Internet addiction. Better tools to help students as an institution could include putting into practice healthier interaction on the Internet and a decrease in cyberbullying behavior (26).

Major findings were that the 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 (27).

The results of the study revealed that most nursing students 95.8% were addicted to smartphones, and 32.5% had pseudonormal depression levels. Low self-esteem was also found in 28% of the students. The findings also showed a positive relationship between smartphone addiction and depression levels, which indicated that increased use of smartphone is linked with higher symptoms of depression. On the contrary, it was found that the level of depression has a statistically significant negative relationship with self-esteem. This means that as levels of depression increase, self-esteem levels appear to decline for nursing students. The paper demands immediate attention to an excessive burden of smartphone addiction among nursing students and how it relates to mental illness, such as depression, and low self-esteem levels. Such results indicate urgent needs for targeted interventions to curtail smartphone addiction and adverse implications it presents on

The Research of Medical Science Review

students' mental health. This will enhance health lifestyle among nursing students as they gain psychological strength and thus better performance in school (28).

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 (29).

In the current study 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 academic performance and self-concept of nursing students within a more favorable and pleasant educational setting. Increase the confidence and nursing student's self-esteem in a more pleasant and appealing learning environment (30).

The results showed a strong negative correlation between age, self-esteem, and internet dependency for users of social media sites. On the other hand, the positive correlation between self-esteem and internet addiction indicates that the greater the internet addiction, the lower the level of self-esteem. Internet addiction has also been found to demonstrate gender differences and therefore it is confirmed that gender factors can be influential in determining the amount of internet use by nursing students. The results from the present study therefore suggest that the level of internet addiction is positively correlated to the self-esteem level of the nursing students involved in the survey. This means that there exists an almost direct connection between the internet and self-esteem whereby interventions aimed at the treatment of internet addiction can influence students' self-esteem in positive ways. There is a growing need to understand these connections as the first step to developing strategies that assist nursing students in maintaining a healthy balance in their online endeavors while nurturing their mental well-being (31).

Materials and Methods:

3.1 Study Design: Descriptive cross-sectional.

3.2 Study Settings: Private nursing colleges in Charsadda including Shahid College of Nursing and Farabi College of Nursing Charsadda.

3.3 Study Duration: 04 months

3.4 Sample Size: Sample size was calculated through Raosoft with a 95% confidence interval and 5% margin of error while the total population size was 200. The calculated sample size was 132

3.5 Sampling Technique: Convenient Sampling Method.

3.6 SAMPLE SELECTION:

3.6.1 Inclusion Criteria:

- Students currently enrolled in undergraduate nursing programs in private nursing colleges at Charsadda.
- Students who are in 1st, 2nd, 3rd and 4th year of undergraduate nursing program.

The Research of Medical Science Review

3.6.1 Exclusion Criteria:

- Undergraduate nursing students who are not willing to participate in the study.

3.7 DATA COLLECTION PROCEDURE:

Seek permission from the relevant institutional review board (IRB) or research ethical committee at both nursing institutions. Provide a detailed study proposal, including objectives, methods, and potential impacts, to ensure the study meets ethical standards. Informed consent was obtained from the participants and ensure their privacy and confidentiality and right to withdraw at any time from the study. The Questionnaire for assessing the prevalence of self-esteem among undergraduate nursing students consists of two sections, Section A socio-demographic, and Section B Prevalence of self-esteem among undergraduate nursing students using the Rosenberg self-esteem scale which consists of 10 items with the Likert scale. Scores are calculated as follows:

- For items 1, 2, 4, 6, and 7:
Strongly agree = 3
Agree = 2
Disagree = 1
Strongly disagree = 0
- For items 3, 5, 8, 9, and 10 (which are reversed in valence):
Strongly agree = 0
Agree = 1
Disagree = 2
Strongly disagree = 3

The scale ranges from 0-30. Scores between 15 and 25 are within the normal range; scores below 15 suggest low self-esteem and score above 25 is suggested high self-esteem.

3.8 DATA ANALYSIS PROCEDURE:

Data analysis in the course of the study was performed utilizing the Statistical Package for Social Sciences, version 20. Summary results on categorical variables were reported through the use of percentages (%) and frequencies (f) clearly to represent how the variables fell in distribution among the sample. On continuous variables, summaries with means and standard deviations presented some insight both on trends in central tendencies as well as some spread within the data set. Together, these statistical measures provided an overview of the data that was possible to be interpreted and analyzed later on.

RESULTS

A Total of 132 undergraduate nursing students from 2 different nursing colleges participated in the study; from the analysis, it is revealed that the majority of the participants were male, 107 (81.1%), while the number of female participants was 25 (18.9%), as shown in Table 1.

GENDER					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	107	81.1	81.1	81.1
	Female	25	18.9	18.9	100.0
	Total	132	100.0	100.0	

Table 1: Gender of the participants

According to the analysis, the majority of participants 101 fell within the range of (18 to 25) years of age (76.5%), while the remaining 31 participants (26 to 33) years of age participant was (23.5%) as shown in Table 1.1.

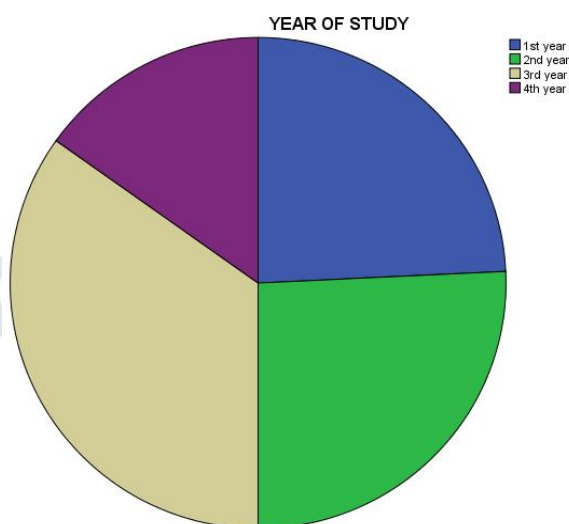
The Research of Medical Science Review

AGE				
	Frequency	Percent	Valid Percent	Cumulative Percent
	18 to 25	101	76.5	76.5
Valid	26 to 33	31	23.5	100.0
	Total	132	100.0	

Table 1.1: Age of the participant

The analysis shows that most of the participants were in their 3rd year of study, with 46 (34.8%) participants in the sample. Students in their 1st year made up 24.2% (32 participants), while in 2nd year represented 34 participants (25.8%). Participants in their 4th year, with 20 (15.2%) students in total, as shown in Table 3.

Figure 1: Year of study of the participants



According to the analysis, most of the participants were unmarried, with 120 (90.9%) students in this category, while married participants were 12 (9.1%), as shown in Table 1.2.

Marital status				
	Frequency	Percent	Valid Percent	Cumulative Percent
	Married	12	9.1	9.1
Valid	Unmarried	120	90.0	100.0
	Total	132	100.0	

Table 1.2: Marital Status

This dataset represents two family structure types: nuclear and joint. Of the participants, 38 (28.8%) are part of nuclear families, whereas 94 (71.2%) are part of joint families. The total number of respondents is 132, which is 100% of the sample. As shown in Figure 1.2 below.

The Research of Medical Science Review

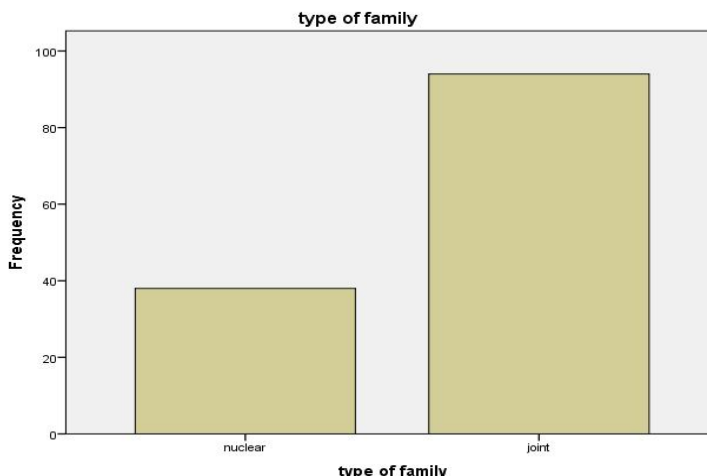


Figure 1.2: Type of family

The summary statistics for the variable "TOTAL SCORE" indicate that there are 132 valid entries. The scores vary from a lowest value of 0 to a highest value of 30. The mean score is 23.30, with a standard deviation of 4.965, reflecting the degree of dispersion around the average score, as shown in Table 1.3 below.

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
TOTAL SCORE	132	0	30	23.30	4.965
Valid N (listwise)	132				

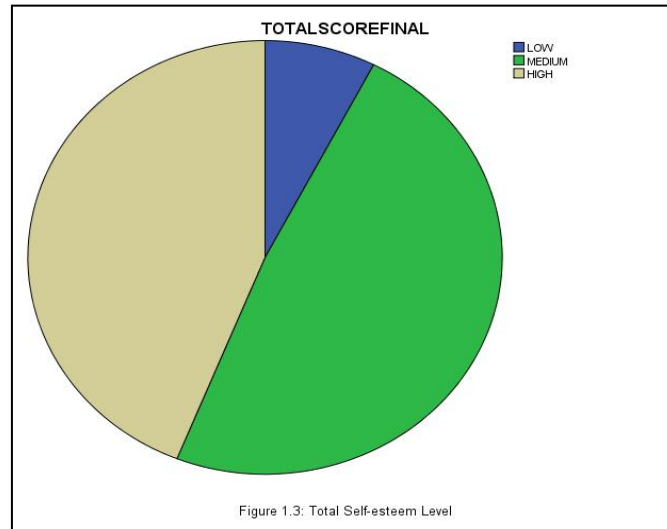
Table 1.3: Total Score Mean And Standard Deviation

In the dataset labeled "TOTAL SELF-ESTEEM LEVEL," scores are divided into three tiers: LOW, MEDIUM, and HIGH. Out of the participants, 10 individuals (7.6%) are classified in the LOW tier, 64 participants (48.5%) are in the MEDIUM tier, and 58 participants (43.9%) are categorized as HIGH. The overall sample size consists of 132 respondents, which accounts for 100% of the participants. As shown in the table 1.4 and Figure 1.3.

TOTAL SELF-ESTEEM LEVEL					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	LOW	10	7.6	7.6	7.6
	MEDIUM	64	48.5	48.5	56.1
	HIGH	58	43.9	43.9	100.0
	Total	132	100.0	100.0	

Table 1.4: Total Self-Esteem Level

The Research of Medical Science Review



DISCUSSION SECTION

The results of this study, which studied the prevalence of self-esteem levels of undergraduate nursing students, revealed that most students scored in the moderate to high range of self-esteem. In detail, only 7.6% reported having poor self-esteem; the middle range was attained by 48.5% of students, and the high range by 43.9%. Results are consistent with an ever-expanding body of evidence that, despite students facing challenges, education in nursing may help to achieve a moderate to high level of self-confidence in students. Several current studies will be utilized to contextualize these findings, and the following variables will be considered for possible influences on nursing students' self-esteem: educational structure, social support, academic stressors, and demographics.

Nursing students are likely to have a fair to good level of self-esteem because the nursing education programs develop a resilience-building environment. The practice and academic pressures of nursing clinical rotations and exams require more intellectual and emotional strength to handle the demands of nursing practice. As found by Mendes et al. (7), resilience helps manage demands in the clinical and academic contexts. This will enable students to develop healthy self-esteem because they can cope well with the adversities and stresses that accompany the position of a nurse.

Similarly, Shrestha & Ghimire's study found that the self-esteem of nursing students differs in response to peer interaction, clinical evaluation, and academic performance, which are key components of the nursing curriculum. Such experiences may raise students' confidence and sense of self-efficacy, thus increasing their self-esteem (5).

Although the vast majority of nursing students reported having moderate to high self-esteem, the percentage should not be ignored. Indeed, Chernomas & Shapiro (9) established that low self-esteem amongst nursing students is often found with higher levels of stress, anxiety, and depression, which can consequently influence clinical performance and success in academics. In such a situation where clinical duties are stringent and academic demands are high, nursing students with lower self-esteem would feel inferior. Thus, the study's findings suggest that within the framework of enhancing coping skills and general academic performance in low self-esteem students, supportive interventions provided through nursing programs should include mentorship programs, stress management seminars, and mental health counseling.

Family structure was one of the significant variables that emerged from the above study, with 71.2% of the students belonging to joint families. As joint families have more social support, they tend to have a positive correlation with greater self-esteem Ayed et al. (8). In that study, it is reflected that the students who had immense family support reported less stress and improved self-esteem, which exhibited a positive relationship of social support with self-esteem.

This study argues that the supportive function provided by joint family structures offers students actual and emotional stability, which, in turn, increases the self-esteem of such students by reaffirming their worth and potential ability to handle academic challenges. It was found that higher levels of social support, both from

The Research of Medical Science Review

classmates and family, lead to a greater level of self-esteem and better mental health among the students, so this dynamic can be strengthened by these factors. Hence, in nursing students, family and social dynamics have a massive influence on their self-perception and are likely to create a favorable effect on their performance in academic and clinical settings (31).

Besides familiar support, nursing students' self-esteem also depends on peer relationships and faculty mentorship. Ashraf et al. (32) have reported that students who are involved in productive social interaction in academic environments have registered higher levels of self-esteem. It might be because they are encouraged and validated by mentors and peers. Such relationships are likely to provide students with a sense of affirmation and belonging in their navigation of the challenging landscape of nursing education. Specifically, faculty mentors may be able to assist students in defining realistic goals, provide constructive feedback, and offer emotional support, all of which can enhance students' level of self-esteem and reduce their level of burnout.

Most participants in this study were males, which is unusual because women usually make up the majority of participants in most nursing research studies. Gender, although not identified as a significant variable in this study, is essential to be considered for the potential effect on the self-esteem of nursing students. Since nursing has traditionally been a female-dominated profession, male students will face particular challenges and discrimination that may affect their identity. However, Velmurugan et al. note that there was no statistically significant gender difference in the self-esteem of nursing students, which means that male and female nursing students often become equal in confidence in class (3).

Other research findings, however, show that negative attitudes about men in a predominantly female profession and perceived social shame can make male nursing students suffer from lower self-esteem. For example, according to Nandan, male nursing students at times convey feelings of being left out or low self-esteem based on cultural expectations that have a bearing on their engagement with academics and their worth. It warrants further exploration to see how gender perceptions and societal biases may subtly influence male nursing students' self-perceptions, especially in areas where nursing is less culturally accepted as a career choice for men, even though this study did not identify gender as a key determinant of self-esteem (10).

Based on the studies conducted among nurses, there is an ample association between academic performance and self-esteem in that the academic success and clinical skills of more self-assured students often excel. Khan et al. (2) illustrated a strong correlation between Pakistani nursing students' academics and self-esteem; consequently, those students who have much greater self-confidence are likely to produce higher scores in their respective exams and in-practice evaluations. Students with good self-esteem can handle clinical assignments much better with a good outlook that reduces anxiety and, therefore, enhances their ability to take care of patients.

From this study, the mean levels of self-concepts of nursing students provide a general indication that these students are normally endowed with sufficient confidence to ensure efficient performance in both theoretical knowledge and clinical practice. However, to ensure that academic and psychological issues will be avoided, the 7.6% of the student population who reported low-level self-concepts may call for extra support. Generally, students with low self-esteem are bound to end up under stress and lack power, resulting in the debilitation of their performance in stressful clinical settings, as postulated by Elrefaay&Shalaby (4). Apart from academic performance, low self-esteem tends to negatively affect the outcome of patient-doctor relations, thus compromising the quality of care to patients. These can be offered to these students so that they are given the options of peer support groups, counseling, and resilience training, all of which should enhance their self-esteem and clinical preparedness.

Notes that Almansour found that support institutional mechanisms such as academic advisors and peer supporting networks increased the confidence level of nursing students, but it does mention that the education environment forms part of their self-confidence in nursing school. It is through such institutions that they can enhance students' academic engagement and contentment in their studies through the provision of a facilitative learning environment because they may lower some of the pressures experienced by these students, resulting in low self-esteem. The huge percentage of kids in this study who score moderate to high

The Research of Medical Science Review

self-esteem may indicate an educational setting that has enough resources and support; however, such may not be explicitly stated (1).

Although this study gives very informative information about the self-esteem of nursing students, some limitations should be mentioned: the results cannot be as widely generalizable as they could be in a more gender-balanced population because the sample was largely male. Social support and family factors may contribute to a beneficial impact on self-esteem. Future studies should elucidate how peer groups influence students, the mentorship style employed, and how variations in family structures affect the self-confidence of nursing students. Expansion to other educational setups or comparing findings across various cultures can further provide information regarding self-esteem development patterns for nursing students around the globe.

CONCLUSION

This study indicated that most undergraduate nursing students have moderate to high levels of self-esteem, which is a sign that they are ready to cope with the clinical and intellectual demands of nursing school. Students who have moderate to high self-esteem are probably more resilient, do better in school, and cope better with the demands of clinical rotations. To promote the self-esteem and overall psychological well-being of these students, a group of students had low self-esteem; hence, the need for intense support in nursing programs is found. Results revealed that social support, mentorship, and a supportive learning environment promote self-esteem among nursing students, an extremely important factor for their academic success as well as professional competency later in their lives.

Strength of the study:

One of the most important strengths of this study is that it used a representative sample, including different types of undergraduate nursing students with different educational backgrounds. This enhances the applicability of the findings to similar situations of nursing education. Interventions can be tailored towards self-esteem because it is insightful to understand how it relates to academic resilience and confidence. This study contributes new knowledge to an underrepresented area, focusing on private nursing colleges, which will aid in the development of supportive structures to enhance self-esteem in these settings.

Limitations of the study:

Convenience sampling is one of the major study constraints, and it may limit the generalizability of the findings to various nursing student populations. The sample is mostly male and from private nursing schools in a given region, and thus, it could not represent all nursing students, particularly those in other regions or public schools. Also, being a cross-sectional study, it captures only one point in time and, therefore, cannot assess how self-esteem may change with time. Lastly, social desirability may impact the self-reported data, which might affect the accuracy of the self-esteem levels reported.

Recommendations:

1. Systematic mentorship and support, especially to students with low self-esteem.
2. Modules on self-esteem and resilience should be included in the nursing curriculum to enhance students' confidence and coping mechanisms.
3. Further research should also incorporate diverse samples from different education settings to improve generalizability.
4. Further research should make use of longitudinal study designs in order to track changes and better understand the development of self-esteem in nursing students over time.

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