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## CRITICAL THINKING DISPOSITION AND SELF-ESTEEM AMONG TECHNICAL NURSE STUDENTS IN PORT-SAID CITY

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### ABSTRACT

**Background:** Critical thinking in personal, professional and social life is essential for every one especially nursing students as practice this talent from young age contribute to build a new nursing generation with high self-esteem and the ability to face life obstacles and problems. **Aim:** this study aim to identify the relationship between critical thinking disposition of nurse students and their self-esteem in Port-Said technical nurse institution. **Design:** a descriptive correlation design. **Subjects:** 350 nursing students. **Setting:** the technical nursing institute in Port-Said. **Tools:** Data for this study was collected by using two tools namely: California Critical Thinking Disposition Inventory (CCTDI) and Self- Esteem Scale (SES). **Results:** More than half of the under graduate nursing student at Port Said technical health institution, had ambivalent disposition towards most of the dispositional characteristics and the overall critical thinking disposition. While more than one third of nursing students had positive disposition toward critical thinking. **Conclusion:** There was statistical significant positive correlation between critical thinking disposition and self – esteem among nursing students. **Recommendation:** Nursing programs should offer enough time for the students to share in the extracurricular activities provided and nursing teachers are responsible to cultivate the "critical spirit" in their students, which includes attitudes, dispositions and traits of critical thinking.

**Key words:** critical thinking disposition, self-esteem & nursing stude

## INTRODUCTION

Over the previous decades, nursing education is confronting persistent difficulties in order to enable nurses to confront challenges, as nursing is viewed as a profession where knowledge and practice do not stay static but are ever changing. (Cui, Li, Geng, Zhang & Jin 2018; Sharifi, Arbabisarjou & Mahmoudi 2017). Critical thinking is defined as a type of unique and purposeful thinking in which the thinker creates some managing criteria and standards for thinking habitually and regularly, directs it on the basis of standards and evaluates its effectiveness and efficiency according to these standards (Hung, Cheng & Wan, 2017). Critical thinking has two vast dimensions, cognitive skills "critical thinking skill" and emotional trends "critical thinking disposition" (Freitas, 2014). Critical thinking disposition is the inspiration of nursing students internal stability to face problems which help them to make decisions by thinking. It is also can be defined as a nursing student routine that creates self-controlled decisions in response to problems and elections faced in individual or practiced situations (Gharib, 2008). Personal characteristics of the students are viewed as effective factors in the improvement and development of their critical thinking. One of the characteristics for a powerful sound identity is self-esteem (Pizirtzidou, 2015). Self-esteem is the positive and negative individual approach towards self and it is the individual total expectations to accept or reject himself, and also the considerations of the person about himself (Tagay, 2015). Nursing student with high self-esteem can build up warm relationships; have strong overpowering skills, high educational presentation, interpersonal achievements and a healthy daily life (Tagay & Karakelle, 2014).

### **Significance of the study:**

The ability to think critically is important among students in higher education as the content of education at this level requires higher order thinking such as the ability to apply critical evaluation and give evidence for their opinions. Critical thinking enables student to analyze, evaluate, explain and restructure thinking, thereby reducing the risk of adopting, acting on, or thinking with a false belief (Adeyemi, 2012).

### **AIM OF STUDY**

**Aim:** This study aimed at identifying the relationship between critical thinking disposition of nurse students and their self-esteem in Port-Said technical nurse institute

**Research question:**

Is there a relation between critical thinking disposition of nurse students and their level of self-esteem?

**SUBJECTS AND METHOD:**

**1- Research design:** A descriptive, correlational design was used in carrying out this study.

**2- Setting:** This study was conducted in technical nursing institute at Port Said city; this institute is affiliated to ministry of health and consisted of 3 buildings; each building has two levels..

**3- Study subjects:** The subjects of this study included all nursing students who studied in the technical nursing institute in Port-Said in the academic year 2016-2017. Their total number was 350 students; divided into 173 from first year and 177 from second year.

**4- Data collection tools:** Data for this study was collected by using two questionnaire sheets namely: California Critical Thinking Disposition Inventory (CCTDI) and Self-Esteem Scale (SES).

**1-California Critical Thinking Disposition Inventory (CCTDI); it consisted of two parts:**

**First Part:** It was intended to collect data about the study subjects' demographic characteristics as: age, gender, residence place and academic year.

**Second Part:** This part aims to assess critical thinking disposition among the study subjects. It was developed by **Facione, Facione, and Giancarlo (2001)**, and adopted from **Ragab (2016)**. It consists of 75 items grouped under seven dimensions.

<b>Dimensions of critical thinking disposition</b>	<b>Example</b>
<b>Truth-seeking</b>	I know what I think, so why should I pretend to ponder my choices.
<b>Analyticity</b>	Others look to me to decide when the problem is solved.
<b>Systematically</b>	People say I rush into decisions too quickly.
<b>Self-confidence</b>	I pride myself on coming up with creative alternatives.
<b>Inquisitiveness</b>	It is just not that important to keep trying to solve difficult problems.
<b>Open-mindedness</b>	Men and women are equally logical.
<b>Cognitive maturity</b>	Avoid reading when possible.

**Scoring system:**

Subjects' responses measured on a 5- point likert scale ranged from (strongly agree) to (strongly disagree). Score less than 210 reflect a negative dispose, score between 210- 280 considered that are subject had ambivalent disposition and score more than 280 regards positive critical thinking disposition.

**2- Self-esteem scale:** It was developed by **Sorensen (2006)** and **Rosenberg (1965)** and translated into Arabic language by **Soliman (2015)** it aimed to assess self -esteem. It consists of 20 items divided into three domains as follow:

Self-esteem Domains	No. of items	Example
Positive self-esteem	7	I feel I do not have much to be proud of.
Negative self- esteem	6	I tend to magnify my mistakes and minimize my success.
Social self-esteem	7	I am very concerned about my appearance.

**Scoring system:**

Responses were measured using a 5-point ranged from strongly agree (5) to strongly disagree (1).The score of the items of each subscale was summed up and the total divided by the numbers of the items giving a mean score for the sub scale .These statistical design scores were also converted into percent scores and means and standard deviations. Self-esteem considered high if the score was more than 75%, moderate if between 60%-75% or low if less than 60%.

**Administrative design:**

The researcher obtained the approval letter the dean of the faculty of nursing Port Said University, then the researcher met the director of the technical institute to explain the aim of the study and obtained an official permission and then determined the proper time to collect data

**Field work:**

Data collection phase was carried out in the period from the beginning of January 2016 to first week of April 2016. The researcher visited the selected setting two days per week, from 11.00 am to 1.00 pm and distributed the tools to the study subjects and asked them to fill it, the researcher was available all the time of collection for any clarification. The researcher divided the student into groups each group consisted from twenty student to explain the aim of study and for any clarification. In each week the researcher collected

20-25 questionnaire sheets from the study subjects. The questionnaire sheets were completed by nursing students then collected by the researcher to check each filling questionnaire and ensuring its completeness.

#### **Ethical consideration:**

The study proposal was approved by director of technical nursing institution in Port Said. In addition, informal approval was obtained from each participant. They were informed about the study aim and about their rights to refuse or participate or withdraw from the study at any time considering their rights of privacy, confidentiality and beneficence.

#### **III- Administrative Design:**

An official letter requesting permission to conduct the study was submitted from the dean of the Faculty of Nursing, Port Sai0d University, to the director of technical nursing institution in Port Said. This letter included the aim of the study and its methodology and to obtain approval to conduct the study and seek the support. The researcher explained the aim of the study and the implications of the expected results to director and the subject.

#### **IV- Statistical Design:**

Data entry and statistical analysis were done by using (SPSS) Version 18 statistical software package and Microsoft office excel for data handling and graphical presentation. Data were presented using descriptive statistics in the form of numbers and percentages for qualitative variables. Means and standard deviation and range for quantitative variables. The correlation between critical thinking disposition and self-esteem variables scores was analyzed by correlation coefficient (r) test. The relation between level of total score of critical thinking disposition and level of self-esteem among the studied nursing students and the relation between total score of two variables and their socio-demographic characteristics was analyzed by Chi-square test. Statistical significance was considered at p-value <0.05

#### **RESULTS:**

**Table (1):** shows that more than half (56%) of nursing students were female, about half (49.1%) of nursing students had ranged between age 20-22 years. Almost half of them were in second year (50.6%). Additionally, More than two thirds of nursing students (76.9%) had hobbies. Majority of nursing students (86.3%) hadn't attended critical thinking training program.

**Table (2):** illustrate that the majority of nursing student(80.9%) had a positive disposition toward self-confidence and about two thirds of them (71.7%)had positive disposition toward inquisitiveness, on the other hand about two thirds of nursing student (64.6%)had ambivalent disposition toward truth seeking.

**Table (3):** indicates that more than two thirds of nursing student(74.3%) had high positive self- esteem. On the other hand, about two fifth of them (41.7%) had low social self-esteem.

**Table (4):** illustrates that there were a positive statistical significance correlation of nursing student dispositions toward analyticity, self-confidence, inquisitiveness and open mindedness as critical thinking disposition dimensions and their self-esteem level. ( $P < 0.0001$ ,  $< 0.0001$ ,  $< 0.0001$ ,  $= 0.001$ , respectively). Moreover, there was a negative statistical significant correlation found among nursing student disposition toward systematicity ( $P = 0.030$ ) as one of critical thinking and their self-esteem level. Finally the table shows that there were a positive statistical significant correlation between nursing student critical thinking disposition toward and their self-esteem level ( $p < 0.0001$ ).

**Table (1):** demographic characteristics of the Technical nursing students (n=350):

Demographic characteristics	No.	%
<b>Gender</b>		
Male	154	44.0
Female	196	56.0
<b>Age (years)</b>		
<20	164	46.9
20-22	172	49.1
>22	14	4.0
Min-Max	18.0-23.0	
Mean $\pm$ SD	19.7 $\pm$ 1.0	
<b>Grade of studying</b>		
Year 1	173	49.4
Year 2	177	50.6
<b>Hobbies</b>		
Absent	81	23.1
Present	269	76.9
<b>Attending training about critical thinking</b>		
Yes	48	13.7
No	302	86.3

**Table (2):** level of critical thinking disposition among the studied nursing students (n=350)

Critical thinking disposition dimension	Negative <60%		Ambivalent 60-75%		Positive >75%	
	No.	%	No.	%	No.	%
Truth seeking	45	12.8	226	64.6	79	22.6
Analyticity	12	3.4	199	56.9	139	39.7
Systematicity	42	12.0	219	62.6	89	25.4
Self-confidence	12	3.4	55	15.7	283	80.9
Inquisitiveness	5	1.4	94	26.9	251	71.7
Open mindedness	25	7.1	204	58.3	121	34.6
Cognitive maturity	35	10.0	205	58.6	110	31.4

**Table (3):** level of self-esteem among the studied nursing students (n=350)

Self-esteem items	Low (<60%)		Moderate (60%-<75%)		High (75%-)	
	No.	%	No.	%	No.	%
Positive self esteem	0	0.0	90	25.7	260	74.3
Negative self -esteem^	238	68.0	79	22.6	33	9.4
Social self –esteem	146	41.7	128	36.6	76	21.7

**Table (4):** Correlation between nursing students' critical thinking disposition and their self-esteem

CCTDI scale	Self-esteem Score (%)	
	R	P
Truth seeking	0.063	0.237
Analyticity	<b>0.258</b>	<b>&lt;0.0001*</b>
Systematicity	<b>-0.116</b>	<b>0.030*</b>
Self-confidence	<b>0.259</b>	<b>&lt;0.0001*</b>
Inquisitiveness	<b>0.198</b>	<b>&lt;0.0001*</b>
Open mindedness	<b>0.175</b>	<b>0.001*</b>
Cognitive maturity	0.011	0.835
<b>Total score</b>	<b>0.214</b>	<b>&lt;0.0001*</b>

*r*: Pearson correlation coefficient

\*significant at  $P \leq 0.05$

## DISCUSSION:

Critical thinking is a powerful knowledge base that involves comprehensive and higher order thinking to facilitate data development, contextual decision making and problem solving skills, so development and measurement of critical thinking skills in nursing students essential to ensure that they are able to apply critical thinking to practice and decision making (Carter, Creedy & Sidebotham 2018;Carvalho, et al 2017).

The present study revealed that two thirds of nursing student were ambivalent regarding the total critical thinking dispositions. Meanwhile, slightly more than one third of them were positively disposed toward critical thinking. This indicated that, the nursing students were directed to critical thinking disposition and with some effort can increase critical thinking of nursing student. may be due to some personality characteristics of student according to Şenşekerci and Bilgin (2008); Zenobiaand Chan (2012) exhibiting over-dependent personality characteristics, being a stiff-character person, having dogmatic thinking, not being able to improve the conception as a result of facing difficulties in life and not having enough intellectual powers are some of the factors that can be obstacles before the critical thinking approach. This result similar toMohamed& Mohammed (2016)showed that the overall total California critical thinking disposition inventory scores indicating fifty percent of nursing students were ambivalent dispositions towards critical thinking. Nursing students had the highest mean scores of self-confidence, which indicating a



strongest disposition toward critical thinking. Similar findings were reported by Kabeel&Eisa (2016) concluded that the highest mean score of subscale was inquisitiveness and self-confidence. But this finding was contradicted with El-hessewi, Harmina, Mohamed, Mansi&Bassiouni (2007) who revealed that nursing students of the second, third, and fourth academic years are less confident in themselves than first year students.

The present study findings showed that nursing students had low mean scores of systematicity, which means that nursing student low tendency toward organized, orderly and diligent inquiry, inability to maintain logical consistency and in sufficient. The similar study agreed with this result the study of Ahn&Yeom (2014) reported that weak disposition of critical thinking was related to the domain of systematicity. In the same context, Ibrahim (2016) who studied critical thinking dispositions among student of mosul's nursing college, indicated that the results regarding students' critical thinking disposition distributions were low in relation to Inquisitiveness and systematicity.

Results concerning the nursing students' level of self-esteem; as revealed by the findings of the current study, approximately two-thirds of nursing student had low self-esteem; may be due to less social support for nursing student. Li, Han, Wang, Sun& Cheng (2018) asserted that, providing social support for university students is also important, especially for students who have low grades or are struggling with emotional exhaustion

The foregoing present study finding was agreed with Megahed& Mohammad (2014) who studied effect of cooperative learning on undergraduate nursing students' self-esteem, the study reflected low self-esteem between nursing students (experimental & control group) pretest. On the contrary, Iacobucci, Daly, Lindell& Griffin (2012) stated that participants had high professional value internalization and high levels of self-esteem.

Concerning nursing students' self-esteem dimensions; The present study findings showed that nursing students had slightly higher mean scores of positive personal self, which indicated that nursing student feeling with personal worth, take a positive attitude toward self, have a number of good qualities, satisfied with his /her self, have more respect for self and not easy embarrassed. This may be due to nursing students consider themselves psychologically stable because once graduate they will be acquired job directly and guarantees stable work unlike many colleagues in other institutes and colleges, Wilson &Dunn( 2004), stated one factor that interact and contribute to the formation of persona self-esteem , is the individual skills, interests, had financial position and the influence of the

external environment.

Moreover, this finding may be due to nursing students believed that nursing is an independent profession and provide them an opportunity to serves the people of the community, and being motivated to pursue nursing as a career, which has been argued by Baumeister (2001) for nursing student is so great that self- esteem is formed through the acceptance of others. Generally when a person achieves to equate self-concept with the requirements of the environment, the self-esteem is increased (Papanis, 2011).

Concerning nursing students' self-esteem related to social self domain, the present study findings showed that nursing students had the moderate mean scores of social self, this finding may related to accumulated maltreatments from childhood,Royal College of Nursing (RCN 2002) study states that newly appointed nurses have accepted meiotic negative comments and devaluation of their work. Also the students experienced problems in lifelong learning and were treated like students (McKenna et al., 2003).

Concerning the correlation between nursing students' critical thinking disposition and their self-esteem, the finding of the present study clarified there was a significant positive relation between nursing student critical thinking disposition and their self-esteem.

This finding was supported by Barkhordary (2011) who was studied relationship between truth seeking disposition and self-esteem in nursing students, reported that a significant and positive relationship between critical thinking disposition and self-esteem. On the contrary, Iranfar, Sepahi, Khoshay & Keshavarzi (2013) who were studiedrelationship between critical thinking disposition and self-esteem; the findings indicated that there was not a significant relationship between two groups of high and low self-esteem and negative disposition, positive domain and ambivalent domain.

**CONCLUSION:**

In the light of the study findings, it can be concluded that, the majority of the nursing students had ambivalent disposition towards most of the dispositional characteristics, while more than one third of nursing students had positive disposition toward critical thinking and the overall critical thinking disposition. Two thirds of nursing student had low self-esteem and about one quarter of them had moderate self- esteem level. There were statistical significant relations between nursing students' critical thinking and their age, academic grade and educational qualification before enrollment in technical institution, there was statistical significant relation between nursing students' self-esteem level and academic year. There were a positive statistical significant correlation between nursing student critical thinking disposition and their self-esteem.

**RECOMMENDATIONS:**

1. The admission interview has to include an assessment tool, which aims to assess critical thinking disposition for the new applicants.
2. Nursing curriculum has to enhance critical thinking among the students.
3. Nursing programs should include critical thinking disposition assessment tool in their assessment plans.
4. Nursing education should involve teaching strategies that promote critical thinking dispositions and ensure the application of all of its competencies.
5. Nursing programs should offer enough time for the students to share in the extracurricular activities provided
6. Nursing teachers are responsible to cultivate the "critical spirit" in their students which includes attitudes, dispositions and traits of critical thinking.
7. Nursing teachers are also responsible to motivate their students to use these critical thinking dispositions while solving problems and making decisions in their personal and professional lives.
8. Nursing teachers have to empower students by creating a risk-free environment that value students' contributions, encourage expression of their opinions, exploring mistakes objectively without embarrassing the students, and promote risk-taking.

**Suggestions for future work:**

- Conducting a study on critical thinking and its relation to academic achievement among nursing student.
- Conducting a study on self-esteem and its relationship with the academic performance among nursing students.

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## الاستعداد للتفكير النقدي وتقدير الذات لدى طلاب المعهد الفني للتمريض في مدينه بورسعيد

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### الخلاصة

يُعد استخدام التفكير النقدي في الحياة الشخصية والمهنية والاجتماعية أمراً ضرورياً لكل شخص لا سيما طلاب التمريض فممارسة هذه الموهبه في سن مبكر يُسهم في بناء جيل جديد من التمريض ذو مستوى عالى من تقدير الذات والقدرة على مواجهة المشكلات والصعوبات. الهدف تهدف الدراسة إلى ايجاد العلاقة بين الاستعداد للتفكير النقدي و تقدير الذات بين طلاب التمريض. تصميم البحث: تصميم وصفى ذو ارتباط مكان الدراسة اجريت هذه الدراسة في المعهد الفني للتمريض ببورسعيد. عينة الدراسة: تشمل عينه الدراسة طلاب المعهد الفني وعددهم 350 طالب ادوات جمع البيانات: جمعت البيانات فى هذه الدراسة باستخدام أداتين هما، استبيان كاليفورنيا للاستعداد للتفكير النقدي ومقياس تقدير الذات. نتائج الدراسة : اكثر من نصف طلاب التمريض بالمعهد الفنى الصحى للتمريض ببورسعيد لديهم استعداد متوازن تجاه معظم خصائص التفكير النقدي بينما اكثر من ثلثهم لديهم استعداد ايجابى تجاه التفكير النقدي. الملخص: هناك علاقة ايجابية ذات دلالة إحصائية بين التفكير النقدي و تقدير الذات لدى طلاب التمريض. التوصيات: البرامج التمريضيه يجب ان توفر الوقت للطلاب من اجل مشاركته الانشطه الاجتماعيه وتشجيع الطلاب للاندماج فى انشطه الخدمه المجتمعيه.