

## Nursing Students' Attitude toward Nursing Profession: Its Relation to Their Self Esteem

Rehab Abo-Alazm Abd-Elgaleil <sup>1</sup>, Mona Mostafa Shazly <sup>2</sup>, Samah Mohammed Elsayed <sup>3</sup>

<sup>1</sup> Clinical instructor at Nursing Administration Department, Faculty of Nursing, Al-Azhar University.

<sup>2</sup> Professor of Nursing Administration, Faculty of Nursing, Ain shams University.

<sup>3</sup> Assisst Professor of Nursing Administration, Faculty of Nursing, Ain shams University.

### Abstract

**Background:** Nursing is a one of the oldest and noblest profession. This profession combines physical science, social science, nursing theory and technology. **Aim:** This study aimed at identifying relationship between nursing students' attitude toward nursing profession and their self-esteem. **Research design:** A descriptive, cross-sectional study design was used. **Setting:** The study was conducted at faculty of nursing Al-Azhar University. **Subjects:** 214 nursing students from all four grades in faculty of nursing were included in the study. **Tools of data collection:** Data were collected by using two tools, attitude toward nursing profession questionnaire and self-esteem scale. **Results:** Slightly less than two third of nursing students have positive attitude toward nursing profession, while slightly more than three quarters of nursing students have high self-esteem. **Conclusion:** There was a highly statistically significant relation between studied students' attitude toward nursing profession and their self-esteem. **Recommendations:** Training sessions should be organized to improve nursing students' attitude toward nursing profession and improve their self-esteem, also educational courses should be made to induct, train and retain qualified and expert instructors for promoting the education quality.

**Keywords:** Attitude, Nursing profession, Nursing students', Self-esteem.

### Introduction

The nursing profession was founded to protect, promote, and improve health for all ages (*World Health Organization, 2019*). The nursing profession also has been strengthened by its increasing emphasis on national and international work in developing countries and by its advocacy of healthy and safe environments. The international scope of nursing is supported by the

World Health Organization (WHO), which recognizes nursing as the

backbone of most health care systems around the world (*Keeling & Lewenson, 2013*):

Nursing students face many difficulties during selection of nursing education and their education process. Therefore, to improve the quality of nursing education by evaluating nursing

curricula, to improve educational environments, to solve problems arising between educators and students, to increase students' satisfaction from education and nursing profession, to make nursing a preferred profession by changing negative aspects of nursing, it is considered that it would be useful to encourage students to favor nursing and to determine their attitude on the institution they are studying in (*Midilli, & Durgun, 2017*).

Attitude toward nursing as a profession and the choice to select nursing as a career for students is extremely affected by individual's past experience and ideas about the career. The community and media have a major role in the influence of the perception and thoughts the nursing student has regarding their career. Students enrolled into the nursing colleges with intrinsic values of nursing that modify over time of education, allow them to be professional into the nursing career. Several elements, namely educators, program, clinical teachers, nurses, friends, families, institutions and the environmental changes from the hospital to the different community settings form significant input to the progression of nursing students' professional acknowledgment. The image of nursing as a profession is crucial in successful enrollment and retention of staff in the health-care organizations. The attitude of nursing students' affecting their performance, image, resection to themselves, enrollment and retention in their nursing field (*Salem, et al, 2017*).

Attitudes are learned predispositions towards aspects of our environment. They may be positively or negatively directed towards certain people, service or institution. Attitude

can be defined as a mental state of readiness; organize to through experience which exerts a directive or dynamic influence on the responses (*Munn, 2019*).

According to (*Kendall Hunt publishing, 2015*) attitude is a summary of a person's past experience; thus, an attitude is grounded in direct experience predicts future behavior more accurately. Attitude is something that lies between emotions and thought processing. Attitude can be a positive or negative evaluation of people, objects, events, activities, and ideas. It could be concrete, abstract or just about anything in your environment, but there is a debate about precise definitions. Attitude is a readiness of the psyche to act or react in a certain way.

The self-esteem in nursing is a fundamental part of personal and professional identity. Self-esteem is crucial and is a cornerstone of a positive attitude towards living. It is very important because it affects how the individual think, act and even how relate to other people. It allow the individual to live life as potential as possible, it crucial for faculty nursing student to be individuals with high self-esteem in order to ensure competent and safe practice. Low self-esteem means poor confidence and that also causes negative thoughts which mean that the individuals are likely to give up easily rather than face challenges. In addition, it has a direct bearing on your happiness and wellbeing (*Marbella International University Centre, 2017*).

Self-esteem has multiple roles such as guiding personality development, influencing immediate decision-making and behavioral choice. Self-esteem can

play a significant role in individual motivation and success throughout their life. Low self-esteem may hold the individual back from succeeding at school or work because they don't believe themselves to be capable of success. By contrast, having a healthy self-esteem can help the individual achieving more because navigate life with a positive, assertive attitude and believe can help the individuals in accomplish goals (*Benavides, 2020*).

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

Through work of the researcher as clinical instructor for nursing students' observe that when they enter the college of nursing with grabbing of others, as parents, or score of third grade of secondary school, they feel that are not satisfied with their careers, not able to learn the nursing skills and become not sufficient qualified. The profession of the individual may affect his self-esteem, from this perspective, this study investigate this relation which provide knowledge that can be used by health care providers and faculty member into presentation , group discussion and clinical experiences to bring about change in understanding the differences between stereotype and the reality of nursing profession.

Also, the researcher note that there are some students feel ashamed to say or disclose that they are studying in nursing and also note that some students are transferring from the faculty of nursing to another college, especially in the first academic year because they feel dissatisfaction from study of nursing. So that, studying nursing students' attitude toward nursing profession and its relation to self-esteem were important to understand this phenomenon.

### **Aim of this study**

This study aimed at identifying relationship between nursing students' attitude toward nursing profession and their self-esteem.

### **Research Questions**

Is there a relationship between nursing students' attitude toward nursing profession and their self-esteem?

### **Subjects and Methods**

#### **Technical design**

The technical design for this study included a description of research design, setting of the study, subjects, and tools of data collection.

#### **Design:**

A descriptive cross-sectional study design was utilized to conduct this study.

#### **Setting:**

The study was conducted at the faculty of nursing Al-Azhar University.

#### **Sampling**

#### **Sample Size:**

The study sample consisted of (214) nursing students out of the total population (463) nursing students enrolled in all four grades in faculty of nursing Al-Azhar University during

academic year 2018\2019. The sample size included (39) nursing students from 1<sup>st</sup> grade, (57) from 2<sup>nd</sup> grade, (58) from 3<sup>rd</sup> grade and (60) nursing students from 4<sup>th</sup> grade.

### Sample Technique:

A stratified proportion random sampling technique was utilized in recruiting the study sample.

### Tools of data collection:

#### The tools consisted of the following:

**First tool: Attitude toward nursing profession scale: it consists two parts.**

**First part: socio-demographic characteristics:** it aimed to collect data about students' age, educational grade, place of residence, previous education, college choice, and family characteristics.

**Second part: Attitude toward nursing profession scale:** It aimed to assess nursing students' attitude toward nursing profession. This tool was developed by (Ali, 2014) based on (Shaccora, 2002), and was adapted by the researcher. It includes of (60) items on a 5-points likert scale ranging from "strongly disagree" to "strongly agree." **The items divided into five domains as follow:** persuasion & self-satisfaction domain, professional domain, social domain, cultural & educational domain and economic domain.

#### ❖ Scoring system:

Items were scored 5, 4, 3, 2, and 1 where (5) represented strongly agree, (4) represented agree, (3) represented rather agree, (2) represented disagree while (1) represented strongly disagree respectively. For each dimension and for the total scale,

the scores of items were summed-up and the total divided by the number of the items, giving the mean score for the part. These scores were converted into percent scores. The attitude toward nursing profession was considered positive if the percent score was 60% or more, and negative if less than 60%. For the total scale, the scoring was reversed for the negative items so that a higher score indicates positive attitude.

**Second tool: Self-Esteem assessment scale:** It aimed to assess students' self-esteem. This scale was adopted from (Assad, 2018) based on (Sorensen, 2006). It includes 20 items with 1-5 points likert scale ranging from "strongly agree" to "strongly disagree". **The items divided into three dimensions as follow:** positive personality, negative personality and social personality.

#### ❖ Scoring system:

Items were scored 5, 4, 3, 2, and 1 where (5) represented strongly agree, (4) represented agree, (3) represented rather agree, (2) represented disagree while (1) represented strongly disagree, respectively. For each dimension and for the total scale, the scores of items were summed-up and the total divided by the number of the items, giving the mean score for the part. These scores were converted into percent scores. The self-esteem was considered high if the percent score was 60% or more, and low if less than 60%. For the total scale, the scoring was reversed for the negative items so that a higher score indicates more self-esteem.

### operational design

The operational design involves a description of the preparatory phase pilot study, and field work.

### Preparatory phase:

The researcher reviewed the current and past, local and international related literature in order to be acquainted with the study topic. This was done using textbooks, Journals, magazines, scientific periodicals, and online search. This helped in the selection and modification of the data collection tool as modified scoring system of first tool.

### Tool validity

Once prepared in its preliminary form, the tool was evaluated and content validated by a panel of five experts in nursing administration. These were faculty members from the faculties of nursing at Cairo (2), Ain-shams (2), and Modern Technology Information (1) Universities. They examined the tool for clarity, relevance, and comprehensiveness. Modifications and rephrasing were done based on experts' opinions.

### Tool reliability

The reliability test was done to assure the consistency to determine how strongly the attributes were related to each other and to the composite score. Cronbach's alpha was used and demonstrated good reliability as shown below.

Scale	Cronbach's alpha
Attitude toward nursing profession scale	0.923
Self-esteem scale	0.832

### Pilot Study:

The pilot study was carried out involving 10% of the expected total study

sample. The aim of the pilot study was to determine the understand ability and applicability of the tools, to determine the time consumed in filling them out, and to test the feasibility and suitability of the study sitting. Data obtained from the pilot study were analysed and accordingly necessary modifications were done. The time for filling in the questionnaire was found to range between 20 and 30 minutes. The entire sample, involved in the pilot study was excluded from the study sample.

### Field Work

The actual field work was carried out over two-month period from the first week of February, 2019 up to the end of March, 2019. Official permissions were obtained from pertinent authorities. The researcher met with the students and explained to them the aim and the nature of the study and the method of filling in the forms. This was done either individually or through group meetings. Distribution of the study tools was done in faculty classrooms, and the completed forms were collected in the same sitting. The time consumed in answering the questionnaire ranged between 20 and 30 minutes. This was done in the presence of the researcher to avoid communication among students and to clarify any ambiguities.

### Administrative design

An official letter requesting permission to conduct the study was obtained from the dean of the faculty of nursing, Ain-Shams University, to the dean of the faculty of nursing, Al-Azhar University. This letter included the aim of the study and photocopy from data collection tools in order to get the permission and help for collection of

data. Oral consent was obtained from each participant.

### **Ethical Considerations**

Prior to study conduction, the protocol was approved by the scientific Research Ethics Committee at the Faculty of Nursing; Ain-Shams University. Moreover, official permission to conduct the study was secured from pertinent authorities. All participants gave their oral consent to participate in the study. They were informed about the study purpose and about their rights to refuse or withdraw at any time without giving reasons. The confidentiality of any obtained information was ascertained. The study maneuvers could not entail any harmful effects on participants. They were assured that data would be used only for the purpose of the study, their participation was voluntary and they had the right to withdraw from the study at any time.

### **Statistical design**

Data entry and statistical analysis were done using SPSS 23.0 statistical software package. Data were presented using descriptive statistics in the form of frequencies and percentages for qualitative variables. Cronbach alpha coefficient was calculated to assess the reliability of the scales through their internal consistency. Qualitative categorical variables were compared using chi-square test. Statistical significance was considered at p-value <0.05.

### **Results**

**Table (1):** Showed that (34.6%) of studied students aged from 20 to 21 years old with mean  $\pm$  SD ( $20.29 \pm .985$ ) and (84.1%) were living in rural areas, regarding college choice it was found that (73.4%) choose the college electively, in addition (94.4%) of them were secondary education.

**Figure (1):** showed the total studied students' attitude toward each domain of the nursing profession, the current study revealed that (61.2%) of studied students had a negative attitude toward persuasion of nursing profession (42.5%) of studied student's had a negative attitude toward social domain, whenever studied students had a positive attitude toward professional, cultural and economic domains (68.2%, 64.5% & 87.4%) respectively.

**Figure (2):** Shows that (65%) of studied nursing students had a positive attitude toward nursing profession, whenever (35%) had a negative attitude toward the profession.

**Table (2):** Illustrates that the total studied students' self-esteem toward each personality domain, the current study revealed that (74.3%) had a high self-esteem toward positive personality and social personality (72.9%). On the other hand, only (14.5%) of studied student's had negative personality.

**Figure (3):** Showed that (75.7%) of studied nursing students had a high self-esteem, whenever (24.3%) of studied nursing students had a low self-esteem.

**Table (3):** Indicates that, there is a highly statistically significant relation between studied students' (age,

educational grade & college choice) and their attitude toward nursing profession ( $p<0.01$ ), whenever there was no statistically significant relation between studied students' (the place of residence & previous education) and their attitude toward nursing profession.

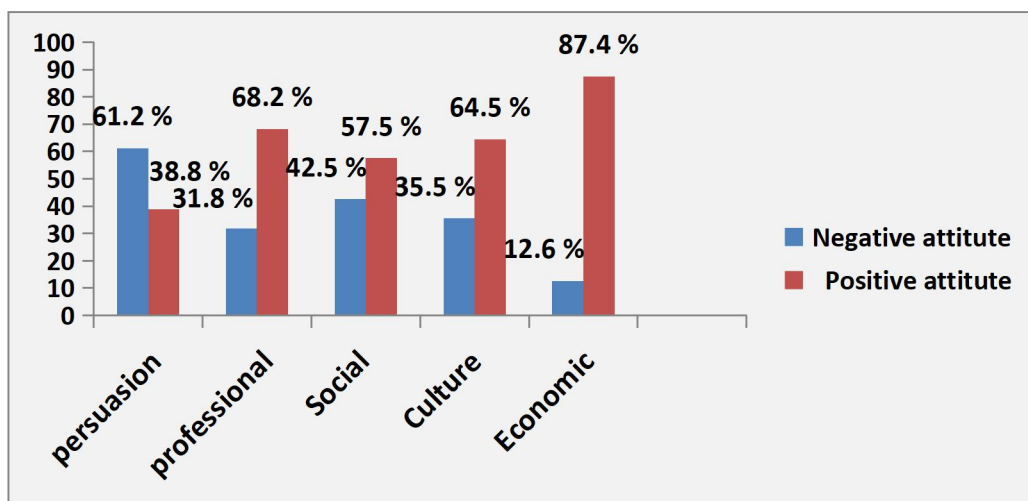
**Table (4):** Indicates that, there is a highly statistically significant relation between studied students' (age & educational grade) and their self-esteem

( $p<0.01$ ), whenever there is no statistically significant relation between the studied students' (place of residence, previous education & college choice) and their self-esteem ( $p>0.05$ ).

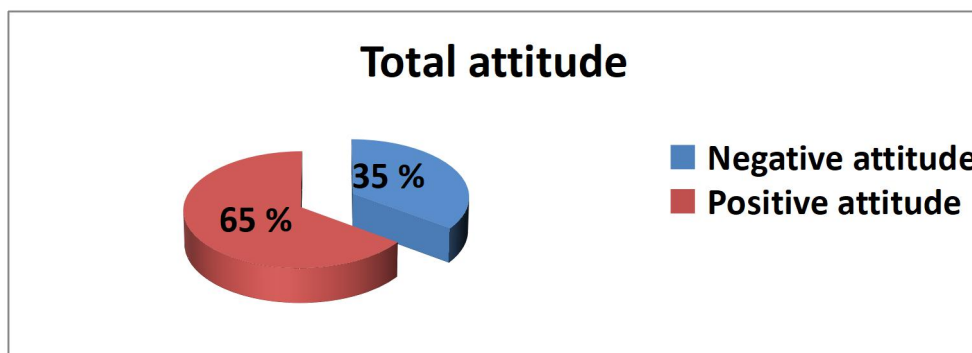
**Table (5):** Shows that there is a highly statistically significant relation between studied students' attitude toward nursing profession and their self-esteem ( $p<0.01^{**}$ ).

**Table (1):** socio-demographic characteristics of nursing students in the study sample (N=214).

Characteristics	frequency	Percent
<b>Age (in years):</b>		
≤19	26	12.1
>19-20	54	25.2
>20-21	74	34.6
>21	60	28.0
<b>Mean ± SD</b>	<b>20.29 ± .985</b>	
<b>Educational grade</b>		
academic grade 1	39	18.2
academic grade 2	57	26.6
academic grade 3	58	27.1
academic grade 4	60	28.0
<b>Place of residence</b>		
Rural	180	84.1
Urban	34	15.9
<b>Previous education</b>		
secondary education	202	94.4
technical institution	12	5.6
<b>College choice</b>		
Electively	157	73.4
Obligatory	57	26.6



**Figure (1):** Students' total attitude toward each domain of the nursing profession (N=214).



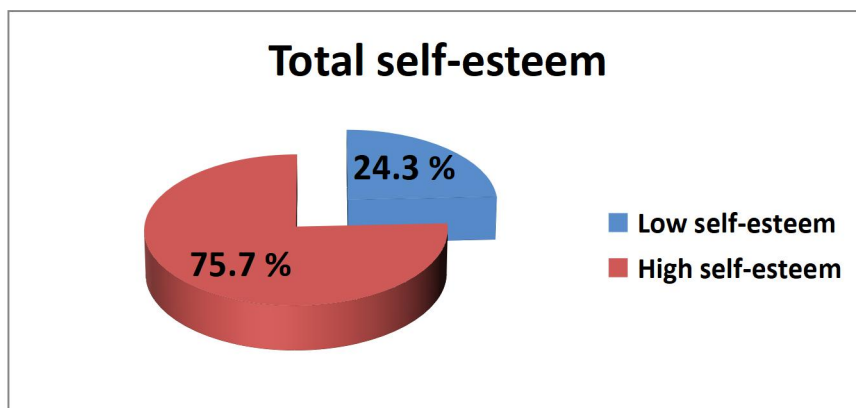
**Figure (2):** The studied nursing students' total attitude toward the nursing profession (N=214).

**Table (2):** Nursing students' self-esteem dimensions (N=214).

Items	Frequency	Percent
<b>positive personality</b>		
High	159	74.3
Low	55	25.7
<b>Social personality</b>		
High	156	72.9
Low	58	27.1
<b>negative personality</b>		



High	31	14.5
Low	183	85.5



**Figure (3):** The studied nursing students' total self-esteem (N=214).

**Table (3):** Relation between total attitude of nursing student and their characteristics (N=214).

Demographic characteristics	Total Attitude				$\chi^2$	P-value
	Negative		Positive			
	No	%	No	%		
<b>Age in years</b>						
≤19	23	30.7	3	2.1	48.811	<.001**
>19-20	25	33.3	29	20.9		
>20-21	16	21.3	58	41.7		
>21	11	14.7	49	35.3		
<b>Educational grade</b>						
academic grade 1	36	48	3	2.2	73.328	<.001**
academic grade 2	19	25.3	38	27.3		
academic grade 3	9	12	49	35.3		
academic grade 4	11	14.7	49	35.3		
<b>Place of Residence</b>						
Rural	64	85.3	116	83.5	.129	>.05
Urban	11	14.7	23	16.5		
<b>previous education</b>						
Secondary Education	71	94.7	94.2	94.2	.016	>.05
Technical Institution	4	5.3	5.8	5.8		
<b>College choice</b>						
Elective	45	60	112	80.6	10.554	<.001**
Obligatory	30	40	27	19.4		

**Table (4):** Relation between nursing students' total self-esteem and their characteristics (N=214).

Demographic characteristics	Total Self-esteem		High	%	$\chi^2$	P-value
	Low	No				
≤19	17	32.7	9	5.6	48.639	<.001**
>19-20	21	40.4	33	20.4		
>20-21	13	25	61	37.7		
>21	1	1.9	59	36.4		
<b>Educational grade</b>					62.069	<.001**
Academic grade 1	27	51.9	12	7.4		
Academic grade 2	15	28.8	42	26		
Academic grade 3	9	17.3	49	30.2		
Academic grade 4	1	2	59	36.4		
<b>Place of Residence</b>					2.022	>.05
Rural	47	90.4	133	82.1		
Urban	5	9.6	29	17.9		
<b>previous education</b>					.003	>.05
Secondary education	49	94.2	153	94.4		
Technical institution	3	5.8	9	5.6		
<b>college choice</b>					3.447	>.05
Electively	33	63.5	124	76.5		
Obligatory	19	36.5	38	23.5		

**Table (5):** Relation between nursing students' attitude toward nursing profession and their self-esteem (N=214).

Attitude	Self-esteem		High	%	$\chi^2$	P-value
	Low	No				
Negative	40	76.9	35	21.6	52.917	<.001**
Positive	12	23.1	127	78.4		

## Discussion

The goal of nursing education is a development of the nursing profession and graduating nurses who are professional and who possess good self-esteem in order to be able to perform their duties as nurses and become a leader. One way to promote development is to clarify the professional role. The

professional development of the nursing profession requires a clear and well-

defined nurse role. The overall development requires recognition of a professional status together with a clear and well-defined role (Mcbride, 2019).

The present finding revealed that about one third of the studied students in

age group (20-21) years. Result also revealed that more than three quarter of sample from rural area it may be due to increasing awareness of importance of nursing profession in rural area in addition to that majority of the people had perception that nursing profession has a good opportunity to get a job easily. This current study finding was supported by (*Salah, 2018*) entitled "Academic satisfaction and self-esteem among undergraduate nursing students" their study showed that half of students were in age group(20-22) years and more than two third of nursing students in Al-Azhar university from rural area. The study also showed that the majority of students number enrolled in faculty of nursing were in 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup> grade while minority number regardless 1<sup>st</sup> grade it may due to the students enter the faculty from technical institute of nursing in al-azher University to the second grade lead to increase numbers of the students more than first grade.

The current study also found that about three quarters of studied sample did not have enough income. It may be due to low socioeconomic status in rural areas. This current study finding was supported by (*Ali, 2014*), entitled "The relationship between students' attitude toward nursing profession, achievement motivation and academic performance of baccalaureate nursing students". The study addition showed that, about one quarter of the students were enter the college obligatory it may be due to grabbing of other, as parents, or score of third grade of secondary school.

According to the present study results, about two third of the studied students in the faculty of nursing, Al-Azhar University had a positive attitude toward nursing profession. It may be due

to increase the society awareness about the importance of nursing profession and as previously mentioned that the majority of the students resided in rural areas with low socioeconomic level, so they held economic view of nursing profession because it immediate opportunities for employment after graduation and sometimes during the study which in turn lead to positive attitude of nursing students toward their future profession. In addition, the presence of a faculty in the governorate that positively interacts with other health care sectors inside and outside the university which increases the students' awareness of the value of nursing profession.

These study findings were in agreement with the findings presented in the study conducted in Cairo University by (*Ali, 2014*). Who claimed that the majority of nursing students held positive attitude toward the nursing profession. It was also agreement findings of (*Koushali, et al., 2012*) who conducted the comparative study of nursing students and clinical nurses' attitudes toward the nursing profession in Tehran, Iran which reported that the majority of nursing students had positive attitude toward nursing profession. In addition the previous study's was consistent with the finding achieved by (*Zulu, & Ngoma, 2015*) who reported that the majority of nursing students had positive attitude toward nursing profession in Zambia. On the other hand, these study findings were in disagreement with the results achieved by (*Joolae, et al., 2016*) who conducted a survey on nursing students' opinion toward nursing and reason for giving it up in Iran that reported a high percentage of negative attitudes toward the nursing profession.

The attitude toward nursing profession domain with the best results among nursing students in the current study was the economic domain. This was high among approximately seven-eighth of them. In agreement with this, a study conducted in Kuala Lumpur on perception of nursing as a career choice revealed that, career choice motivators are good salary and stable job (*Kiwanuka, 2010*). Regarding the economic domain the highest items involved were, nursing education ensures future job opportunities for graduated nursing students, also involve that the students expect college graduates have a good future. Thus, most of the nursing students in the current study reported positive attitude toward economic domain.

The attitude toward nursing profession domain with the second highest rank among the nursing students in the current study was the professional domain. Slightly more than two-thirds of them had positive attitude toward this domain, which reflects the importance of nursing profession between other professions. Professional domain thus entails good future compared to other professions and importance of nursing practice. This importance may be due to improving the image of nursing profession in society. In agreement with this, a study in Iranian revealed that the majority of the respondents had positive perceptions of the nursing profession (*koushali, et al., 2012*).

The attitude toward nursing profession domain with the third highest rank among the nursing students of the present study was the cultural and educational domain. It had results close to the previous domain of professional, with approximately two-third of the

studied nursing students having positive attitude toward it. This is an extremely important domain of nursing profession because it contains the knowledge, skills and experience that contribute to graduate high qualified nurses which have great effect on providing good role modeling for nursing. In this regard, a study conducted by (*Ashalata, 2013*) revealed that majority of nursing students had fair knowledge about nursing profession.

The current study also revealed that more than half of the nursing students had positive attitude toward social domain for nursing profession, this domain involves, they feel a real pleasure when helping and relieving from patients, they not accept to marriage from a family that cannot afford nursing, they think that those who join the nursing profession can truly serve their community and they think society does not value the work of a nurse. The students feel more socially wellbeing when society's and media's support him, giving this support through accepting, respecting, and valuing an individual within a nursing profession. In this regard, a study conducted by (*Mozaffari et al., 2015*) revealed that nursing profession individuals need to get more support from the community.

on the other side, only around one-third of nursing students had positive attitude toward persuasion and self-satisfaction domain of nursing profession, it may be due to many factors include public image, social prestige, low reputation of the profession for nurses, working in holidays, dominance of doctors everywhere in all job settings and lower salary of the nurses. Loss of nurse's interest not only lead to work quality decline and irreparable damage to

patients and help-seekers but also contributes to demoralization (*Ten Hoeve, et al., 2013*).

As regard the factors influencing nursing students' attitude toward nursing profession, the present study revealed a highly significant relation between nursing students' attitude toward nursing profession and their age. The attitude toward nursing profession was more positively among the eldest age nursing students. This difference may be due to change in educational level as students acquired knowledge, attitude and skills in every passing more age through clinical practice and theoretical courses leads to increase their feeling about importance of nursing profession and become more oriented about their academic program and faculty opportunities that may contribute to increasing their feeling of satisfaction and students be more enthusiastic for graduation and practical life. These study findings were in disagreement with the results achieved by (*Midilli, & Durgun, 2017*) who conducted a study in turkey entitled "nursing students' attitudes toward the nursing profession in western turkey and affecting factors".

Similarly, the study indicated that, highly significant relation between nursing students' attitude toward nursing profession and their educational grade, the faculty of nursing student's views and expectations about the profession and its future were varied among the four academic years, in the favor of the fourth year students as they reported more idealistic views of nursing profession and agreed more strongly that nursing is a respected and important profession, this findings was contrasted with the findings of (*Bolan & Grainger, 2009*) study in Canada, who reported that

beginnings nursing students held positive image that nurses are kind and compassionate, the beliefs that nursing is exciting and that nurses feel good about what they do more than senior students. Such difference between first and fourth year student may be due to increase clinical experience between fourth year students.

The present study showed that about three quarters of the under graduate nursing students have high self-esteem. It may be due to the nursing students' sense of the importance of their profession to society. This current study result is supported by (*Iacobucci, et al., 2013*) who studied self-esteem, professional values and ethical confidence among nursing students in Thailand and UK and reported high self-esteem among nursing students. It also supported by (*Ibrahim, 2015*) who assessed self-esteem among nursing students in faculty of nursing, Iraq which showed that less than quarter of the students had low self-esteem, and indicated that self-esteem level among Mosul students is acceptable.

This present study finding was disagree with, (*Salah, 2018*), the study conducted in Al-azhar University which assessed self-esteem and academic satisfaction among undergraduate nursing students and reported low self-esteem among nursing students. Also not in accordance (*Ling et al., 2014*) studied self-esteem and service sabotage behavior in Taiwan their findings reported low self-esteem among nursing students.

According to the present study result, the majority of nursing students' had high self-esteem related to positive personality. This indicates that these

students feel good about themselves and at least equal to others. They are proud of their personal characteristics, and have positive feeling towards self. They are not easy embarrassed, and feel respected and valued by others. These characteristics of positive personality are of great importance for nursing students in order to be able to work in a multidisciplinary team. In line with this, a study by (*khamisa, et al. 2015*) showed that the nurses who have positive personality tolerate work stressors, have job satisfaction, and provide good nursing care. Moreover, a recent study in Japan revealed that the nurses who had positive personality had better work competencies (*Takase et al., 2018*).

The current study also demonstrated that the majority of the nursing students were having high social personality self-esteem. This involves certain characteristics that make the individual feel valued in his relating to surrounding society. The person with high social personality self-esteem would feel useful for others and can deal with most people and trust them, feels relaxed in new social situations. He is also able to criticize himself and others without embarrassment or hurting. Hence, nurses need to have high social personality self-esteem since they deal with new people every day, and thus should be able to relate to them appropriately to gain their trust as well as their respect. Thus, nursing students need various approaches in communication that may differ in situations of intra-group or inter-group interactions as shown in a study in Norway (*André, et al., 2017*).

On the other hand, approximately one-seventh of nursing students in the current study turned to have high negative personality self-esteem. Such a

personality is destructive and detrimental in the nursing profession. Thus, nursing students with negative personality self-esteem always feels unsuccessful and useless and at the same lines does not accept feedback or critique. Such, a nurse student with negative personality self-esteem always feel frightened and nervous, and thus cannot achieve good experience from studying the nursing which further is negatively reflected on the quality of giving the nursing care to patients. In congruence with this, (*Sakellari et al. 2020*) found that Cypriot nursing students with low self-esteem suffered more depression and stress.

Concerning the nursing students' characteristics influencing their self-esteem, the current study results revealed highly statistical significant relation between their age on one hand, and their positive and social personality self-esteem, as well as their total self-esteem. Also current study showed statistical significant relation between negative personality self-esteem and students' age, these relations mean, as the age increase, the negative personality decrease while positive and social personality increase as the age increase. It may be due to increase students experience as age increase. This study supported by (*Orth & Robins, 2014*) confirmed that self-esteem increases from adolescence to middle adulthood. It also confirmed by (*Chalise, & Pandey, 2012*) who reported that the higher age of nursing students, the higher self-esteem and also the higher academic year, the higher self-esteem.

The current study additionally showed that there is highly statistical significant relation between self-esteem and their academic years. It showed that nursing students in fourth year have

highest levels of self-esteem, it may be due to in every passing academic year students acquired knowledge, experience and skills through theoretical and clinical practice, it also increase due to students be more enthusiastic for graduation and practical life as they in last academic year that may contribute to increase their self-esteem. In congruence with this, a study in Al-azhar University demonstrated that self- esteem increase with each passing academic year and the fourth grade showed high level of self - esteem than other grades (*Salah, 2018*). A similar association with educational grade was reported in a study in Iraq (*Ibrahim, 2015*).

Also, result of the current study in different with (*Cowin et al., 2016*), who assessed self- esteem among nursing students; their study showed that students self -esteem is higher, with the beginning of nursing education and addition of each educational year it will get lower. The conflicting results of these studies may be due to different recruitment and selection tools and the difference among their communities. Different finding of these studies revealed the needed for further research.

The present study has additionally examined the relation between nursing students' attitude toward nursing profession and their self-esteem. The result showed that there is highly statistical significance relation between students' attitude toward nursing profession and their self -esteem, it indicated that students with positive attitude toward nursing profession have high self-esteem it may be due to positive attitude toward nursing profession assist the students to achieve academic success, have a strong and therapeutic relationships with patients,

and leads to motivation to learning, which tended to students feeling of masterly-achievement and high self-esteem. This result supported by (*Iacobucci, et al., 2013*) their study found that there was a significantly positive relation between nursing students' professional nursing values and levels of self-esteem.

### **Conclusion**

---

In the light of the current study findings, it can be concluded that, slightly less than two third of nursing students have positive attitude toward nursing profession, while slightly more than three quarters of nursing students have high self-esteem. Moreover, the research question was confirmed by that, there was a highly statistical significant relation between total of nursing students' attitude toward nursing profession and their total self-esteem.

### **Recommendations**

---

- Training sessions and open discussion should be organized to improve nursing students' attitude toward nursing profession.
- Educational courses should be made to induct, train and retain qualified and expert instructors for promoting the nursing educational quality.
- Nursing curricula and clinical experiences should be designed to promote student satisfaction with clinical environment.
- Carry out In-service training programs for enhancing students' self-esteem.
- Further studies are recommended in governmental and private faculties of nursing to assess students' attitude toward nursing, to assess nursing

students' self-esteem and explore the relation between them.

from:

<https://doi.org/10.1016/j.nedt.2009.03.016>.

## References

- Ali, A.A. (2014):** The relationship between Students' Attitude toward Nursing Profession, Achievement Motivation and Academic performance of Baccalaureate Nursing Students, Dissertation of Master Degree Faculty of Nursing Cairo University.
- André, B., Nøst, T.H., Frigstad, S.A. & Sjøvold, E. (2017):** Differences in communication within the nursing group and with members of other professions at a hospital unit, *Journal of Clinical Nursing*, 7-8(26), pp 956-963
- Ashalata, W. D. (2013):** A Study to assess the Knowledge and Attitude of Nursing Students Towards Nursing Profession among the Students of Manipal College of Medical, *International journal of nursing care*; 1(1):1-10.
- Assad, B.Y. (2018):** Self-esteem and assertiveness among staff Nurses at Ain shams University Hospital, thesis of master degree Faculty of Nursing Ain Shams University.
- Benavides, A., (2020):** The Effects of Self-Esteem and Motivation on Cognitive, theses of master degree, City University of New York
- Bolan & Grainger, (2009):** Students in the BN program – Do their perceptions change?, *Nurse Education Today*, 7(29): pp 775-779 Retrieved
- Chalise, H.N. & Pandey, R. (2012):** Self-esteem and Academic stress among nursing students. *Kathmandu University Medical Journal*, 13(52): pp 298-302.
- Cowin, L.S., Craven, R.G., Johnson, M. & Marsh, H.W. (2016):** A Longitudinal study of student and experienced nurses' Self-concept. *Collegian*: 13(3) pp 25-31.
- Iacobucci, T. A., Daly, B.J., Lindell, D. & Griffin, M. Q. (2013):** Professional values, self-esteem, and ethical confidence of baccalaureate nursing students, *SAGE Journals*, 20(4): pp. 479–490 Research Article Find in PubMed <https://doi.org/10.1177/0969733012458608>.
- Ibrahim, R. (2015):** Assessment of Self Esteem among Nursing Students, *Journal of Health, Medicine and Nursing*, 16(1) Retrieved from: <https://iiste.org/Journals/index.php/JHMN/article/view/24802>
- Joolae, S., Mehrdad, N. & Bohrani, N.(2016):** A Survey On Nursing Student's Opinions Toward Nursing And Reasons For Giving It Up, *Tehran University Of Medical Sciences, Tehran, Iran.Iranian Journal Of Nursing Research*, 1 (1): pp 21-28.
- Keeling, A., & Lewenson, S. B., (2013):** A nursing historical perspective on the medical home: Impact on health care policy, *American Academy of Nursing*, 5 (61): pp 360-366 USEDNOT



- Kendall Hunt publishing, (2015):** Predicting Felling and Behaviors at Work: attitudes from Zinto Byrne's Organizational psychology and behavior: An Integrated Approach to understanding the Work place, property of Kendall Hunt Publishing, 89-134. Retrieved from: [https://he.kendallhunt.com/sites/default/files/heupload/pdfs/Byrne\\_1e\\_Ch4.pdf](https://he.kendallhunt.com/sites/default/files/heupload/pdfs/Byrne_1e_Ch4.pdf)
- Khamisa, N., Oldenburg, B., Peltzer, K. and Ilic, D. (2015):** Work Related Stress, Burnout, Job Satisfaction and General Health of Nurses. International Journal of Environmental Research and Public Health, 12 (1), p.652–666. [Online]. Available at: <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC4306884/>
- Kiwanuka, A. (2010):** Image of nursing profession as viewed by secondary schoolstudents, The Dar salaam medical student's journal, pp.12-17.
- Koushali, A. N., Hajiamini, Z. & Ebadi, A. (2012):** Comparison of nursing students' and clinical nurses' attitude toward the nursing profession, Iranian Journal of Nursing and Midwifery Research, 17(5): 375–380.
- Ling I.L., Marshall R., Xu , Y., and lin W.Y. (2014):** Jay patients- induced service sabotage behavior: the issue of self-esteem of hospital nurses. Health Mark Quarterly, 31(3): 213-320.
- Marbella International University Centre (MIUC) (2017):** The Importance of Positive Self-Esteem. Retrieved from: <https://www.miuc.org/importance-of-positive-self-esteem/>
- Mcbride, A. B. (2019):** The Growth and Development of Nurse Leaders, 2<sup>nd</sup> Ed, New Rork, Springer Publishing Company,
- Midilli, T.S. & Durgun, N. (2017):** Nursing Students' Attitudes toward the Nursing Profession in western Turkey and Affecting Factors, Journal of Nursing and Health Science, 1(6): 55-60.
- Mozaffari, N., Peyrovi, H. & Dehghan, N. (2015):** The social well-being of nurses shows a thirst for a holistic support: A qualitative study. International Journal of Qualitative Studies on Health and Well-being, 1(10).
- Munn, N. L., (2019):** Management and Behavioral Applications of Attitude. Retrieved from: <http://semesters.in/management-and-behavioral-applications-of-attitude/>
- Orth, U., & Robins, R. W. (2014):** Understanding the link between low self-esteem and depression. Current Directions in Psychological Science (Sage Publications Inc.), 22(6), 455-460. doi:10.1177/0963721413492763
- Sakellari, E., Vasiliou, E., Konstantinou, C., Chrisanthou, A., Georgiou, A., Papadini, M., Vlachou, V. & Sapountzi-Krepia, D. (2020):** Anxiety, Self-Esteem, and Depression: a Correlational Study Between Economic Sciences and Nursing Science University Students, International Journal on Mental and Addiction, (18) 1458-1465.
- Salah, Sh. Gh. (2018):** Academic Satisfaction and Self-Esteem among Undergraduate Nursing Students,

Thesis Of Master Degree Faculty Of Nursing Ain Shams University.

**Salem, S.S., Al Zahrani, R.A., Al Ghamdi, F.S. & Harisi, N. H, (2017):** Nursing Students' Perception Regarding Nursing Program: A Descriptive Study Of Four Cohorts, *Journal of Nursing and Health Science*,3(6): pp. 52-58.

**Shaccora, A.S. (2002):** Cognitive Motive and Nursing Students Attitudes toward Nursing Profession and The Relationship of both to Adjustment to study: Published master thesis, Faculty of Education "Psychology department", Islamic University, Gaza.

**Sorensen, M.J. (2006):** The Self-Esteem Test. The self-esteem institute, pp.1-5.

**Takase, M., Yamamoto, M. & Sato, Y. (2018):** The factors related to self-other agreement/disagreement in

nursing competence assessment: Comparative and correlational study, *International Journal of Nursing Studies*, 1(80) pp 147-154. Available at <https://doi.org/10.1016/j.ijnurstu.2018.01.011>

**Ten Hoeve Y., Jansen G. & Roodbol P. (2013):** The nursing profession:public image, self-concept and professional identity. A discussion paper. *Journal of Advanced Nursing* 70(2). pp. 2-15.

**World Health Organization, (2019):** Nursing retrieved from: <https://www.who.int/topics/nursing/en/>

**Zulu, C. & Ngoma, C. (2015):** A survey on perception of the image of the nursing profession in Zambia by nursing students at the Department of Nursing Sciences, University of Zambia, *Unified Journal of Nursing and Midwifery*, 1(1) pp. 1- 14.