

## Assessment of Social Phobia and its relation to Self-Esteem and Body Image among Students of Faculty of Nursing

Rania Shamekh Abdelaziz<sup>(1)</sup>, Fathyeya Said Sayed Ibrahim<sup>(2)</sup> and Fathyeya Abdallah Ahmed Shams Eldin<sup>(3)</sup>

(1) Nursing Specialist at Quesina Center Hospital, Egypt, (2) Assistant Professor of Psychiatric and Mental Health Nursing, Faculty of Nursing, Benha University, Egypt and (3) Lecturer of Psychiatric and Mental Health Nursing, Faculty of Nursing, Benha University

### Abstract

**Background:** Social phobia or social anxiety disorder is a serious and disabling mental health problem that begins before or during adolescence, has a chronic course, is associated with significant impairment in social functioning and work, and reduced quality of life. **Aim of the study:** This study aimed to assess social phobia and its relation to self-esteem and body image among students of faculty of nursing. **Research design:** Descriptive correlational design was utilized to achieve the aim of this study. **Setting:** This study was conducted at the Faculty of Nursing at Benha University, Qalyubia Governorate. **Subject:** The target of this study was consisted of (250) students. **Tools:** Four tools were used for data collection: Tool (1) Structured interview questionnaire sheet Tool (2): Social Phobia Inventory (SPIN). Tool (3): Rosenberg self-Esteem scale. Tool(4) : Body Image Questionnaire. **Results:** less than half of the studied students have moderate level of social phobia, less than half of the studied students have mild level of self-esteem. less than half of the studied students have positive body image. **Conclusion:** There was highly statistical negative correlation between total social Phobia and total self-esteem and, there was highly statistically significant positive correlation a between total social Phobia and total Negative body image among the studied students. **Recommendations:** Holding workshops and seminars for fresh students at the beginning of each academic year, to alleviate their feeling of stress and social phobia and to raise the level of their self-esteem. - Further annually studies in social phobia for students of Faculty of Nursing and risk groups especially at first year of college.

**Keywords:** Body Image, Self-Esteem, Social Phobia, Students.

### Introduction

Social phobia is one of the most common psychological disorders experienced in our present time. Due to its prevalence, many studies have investigated social anxiety as one of the most crucial emotional disorders causing several psychological and behavioral problems (Murad, 2020).

Recent epidemiological studies show that social phobia is highly prevalent and ranks as the third most common mental health problem after major depression and alcohol abuse (Rosenberg, 2019).

Social phobia is also known as social anxiety disorders, it is a debilitating disorder

that affects the lives of many children, adolescents and adults. It is characterized by an excessive on unreasonable, marked and persistent fear of social situations that invariably provokes an anxiety response and significantly interferes with the person's daily life (Momeni et al., 2021). A person with a social phobia has a high sensitivity toward being under attention and being considered by others (Upadhyay et al., 2021).

Academic social phobia anxiety is an important educational problem that affects millions of students in colleges and schools over the world each year. Since social phobia is present among most people especially the

first years of college's student, Among university, social phobia symptoms arise in a great number of students or existing symptoms increase (**Baptista et al ., 2018**). During this period, students go into the effort of having herself accepted by others as a self-governing person and showing himself or herself. Performing or giving a talk in front of an audience was the most feared situations and also showed an association with increased disability (**Ahmed et al., 2020**).

Self-esteem as the general self-assessment of the individual's mental, social, emotional, moral and physical characteristics. Therefore, the level of self-esteem is one of the basic factors that help the individual constitute a positive or negative self-realization. It affects self-confidence, self-worthiness, self-competency, and expectations relevant to the various aspects of life. and reveal that there are many factors that affect self-esteem, including environmental and social factors; i.e. the family, different institutions such as schools and universities, peers, experiences of success or failure, and physical shape, i.e. self-image of his/her body, maturity rate, sexual maturity, and physical impairment(**Roberts et al.,2020**).

Furthermore 30% of students in college of nursing among first year students suffer from anxiety especially in specific situations including: test, examination and presentations. The unfavorable effects of social experienced by nursing students will gradually pave way to the development of disturbance in the level self-esteem over a period of time which in turn may adversely affects their academic performance in future, as nursing is a skill and practice oriented profession rather than acquiring theoretical knowledge it marks a unfavorable note of this relationship (**Afolayan et al., 2020**).

So, socially anxious people have negative thoughts about themselves and lower

self-esteem more than their peers have. points out that people with social anxiety demonstrate different behavioral aspects such as nervousness, apprehension, fear, and concern that negatively affect their personal traits and self-esteem. According to Maslow's hierarchy of human needs, self-esteem is one of the most essential psychological needs. It represents the key motivation for self-actualization and success in the various aspects of life, such as social interactions, personal relations, and creative fields (**Alhagery, 2020**).

Body image refers to the picture that a person forms of their body in their mind. This may have no bearing at all on actual appearance. Physical appearance differs in meaning and importance for males and females; concerns surrounding body weight and shape also differ (**Gardner ,2019**).

The nurse should provide suggested strategies to prevent and decrease anxiety and stress as regular exercise, set up a fitness program three to four times per week, support systems to listen, offer advice, and support each other, time management to develop an organizational system, guided imagery and visualization to create a relaxing state of mind, progressive muscle relaxation to loosen tense muscle groups, assertiveness training to work on effective communication, journal writing to express true emotion, self-reflection, switch tasks to reduce own stress (**Potter & Patricia, 2018**).

#### **Aim of the study:**

This study was aimed to assess social phobia and its relation to self -esteem and body image among students of faculty of nursing.

#### **Research Questions:**

1. What is the level of social phobia, self- esteem and body image among students of Faculty OF Nursing?
2. Is there a relation between social phobia, self-esteem and body image

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among students of Faculty of Nursing?

### **Subject and methods**

#### **Research design:**

A descriptive correlational design was utilized to achieve the aim of this study.

#### **Research setting:**

This study was conducted at the Faculty of Nursing at Benha University, Qalyubia governorate. The faculty consisted of three floors containing four educational grades. It contains six scientific departments namely (medical surgical department, pediatric department, maternal and neonate health department, administration department, psychiatric and mental health department and community health department)

#### **Research Subject:**

#### **Types of sample:**

A random sample of first year of nursing students enrolled in academic grade 2021-2022, at the Faculty of Nursing, at Benha University and agree to participate after clarification purpose of the study.

#### **Sample size:**

The target of this study was consist of (250) student

The sample size was calculates according to Solvins formula for determination of sample size from total number of first year students.

$$n = \frac{N}{1+Ne^2} \text{ (Ellen, S., 2020)}$$

n = sample size

N = population size

e = margin of error

#### ❖ **Should met inclusion criteria as:**

- ✓ Both sexes of students.
- ✓ Free from any history of substance abuse.
- ✓ Free from psychiatric illness.
- ✓ Willing to participate in the study.

#### **Tools of data collection:**

In order to fulfill the aim of this study, the data was collected by using the following tools:

**Tool (I): structured interview**

**questionnaire sheet** : it was developed by the researcher to gather information about: socio- demographic data of nursing students such as (age, sex, birth order, number of sibling, marital status, residence , family income ,who do you live with? , relationship with other people , family history of social phobia and history of childhood abuse)

#### **Tool (II) :Social Phobia Inventory (SPIN)**

The social phobia Inventory (SPIN) was developed by **(Connor et al.,2000)**. It will be used to assess social phobia among nursing students. It was translated into Arabic by the researcher. It consisted of a 17- items self-report questionnaire, It was divided into three dimensions to measuring a wide range of symptoms of social phobia, (6 items) for measuring fear in social situations, such as(I am afraid of people in authority , I am bothered by blushing in front of people) (7 items) for measuring avoidance of performance of social situations such as(I avoid going to parties , I avoid activities in which I am the center of attention), and (4 items) for measuring physiological discomfort in social situations such as(I am afraid of doing things when people might be watering, Sweating in front of people cause me distress). Each item is rated on a 5 point Likert scale where: 0 (not at all), 1 (a little bit), 2 (somewhat), 3 (very much) , or 4 (extremely). Score ranges from 0 – 68.

#### **Tool (III): Rosenberg self-Esteem scale:**

This scale was developed by **Rosenberg, (1965)**. It was used to measure self-esteem of nursing students. It consisted of 10 statements (5 statements are phrased positively such as (on the whole, I am satisfied with myself, I take positive attitude toward my self,) and 5 statements are phrased negatively such as(all in all, I am inclined to think that I am failure , at times I think I am no good at all). These statements were rated on a 4-point Likert scale. Were (4)

strongly agree , (3) agree, (2) mild agree, (1) strongly disagree.

**Scoring system:**

Scoring ranged from 10 to 40, with 40 indicating the height score. Scoring for a negative answer was reversed, i.e., (1) for strongly agree and (4) for strongly disagrees, and so on. Total scores was graded to total scoring system for self-esteem as follows:

- Low self- esteem = 10 – 16
- Mild self- esteem = 17 – 26
- Moderate self- esteem = 27 – 36
- High self- esteem = 37 – 40

**Tool (IV): Body Image Questionnaire**

The questionnaire adopted by (Gamal, 2016), to measure nursing student's perception of their body image. It consisted of 21 items such as (I feel that my body parts are different from others; I am sad when I look

at my shape in a mirror; most of my friends seem to look better than me; I see that my form is ugly and disgusting; I accept my as it is; I see that I enjoy people's acceptance). Each question is answered from 0 to 3 grade where never = 0 , scarcely = 1 , sometimes = 2 , much = 3. A higher score indicates a greater degree of negative body image.

**Scoring system:**

Less than 21= positive body image. From 21 to less than 42= Mild negative body image. From 42 to less than 63= Moderate negative body image. From 63 to less than 84=Sever negative body image.

**Methods**

**Preparatory Phase:**

A reviewing of related literature and collecting theoretical data about various aspects of the study using books, articles, internet periodicals and was done to acquire the needed knowledge to conduct this study and to develop tools for data collection.

**Content validity:**

The tools will be revised by a Jury of five

experts from the psychiatric nursing field to ensure the validity of the tools and check the relevancy, comprehension clarity and applicability of the questions no modifications were done according to their opinions.

**Reliability of tools:**

The reliability was done by Cronbach's Alpha coefficient test which revealed that each of the tools consisted of relatively homogeneous items as indicated by the moderate to high reliability of each tool:

Tools	Alpha Cronbach
- Social phobia inventory	0.85
- Rosenberg self-esteem scale	0.81
-Body image questionnaire	0.80

**Administrative approval:**

An official permission for data collection was obtained from the Dean of the Faculty of Nursing, Benha University. A full explanation about the aim of this study and the effect of this study on the students was explained to the administrative personal of the study setting to gain their cooperation during data collection.

**Ethical considerations:**

All subjects were informed that participation in the study is voluntary. No name will be included in the questionnaire sheet Confidentiality was assured and subjects were informed that the content of the tool was used for research purpose only and they have the right to refuse to participate in the study or withdrawal at any time.

**Pilot study:**

A pilot study was conducted on 10% of the first-grade nursing students before embarking in the field of work to ascertain the clarity and applicability of the study tools and to identify the time needed for

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each student interview. This sample excluded in the actual study sample.

### **Result of pilot study**

After conducting the pilot study, it was found:

1. The tools were clear and applicable.
2. No modifications were made.
3. Tools were relevant and valid.
4. No problem that interferes with the process of data collection was detected.
5. Following this pilot study, the tools made ready for use.

### **Field work of data collection:**

- ❖ The researcher introduced herself to the students who agreed to be included in this study and met the inclusion criteria.
- ❖ The researcher explained the purpose of study before collecting for every student the date.
- ❖ Distributed questions and gave the tool to students to be filled in, while the researcher was presented to clarify the tool and assure that all questions were completed.
- ❖ The data collecting started from the beginning of November 2021 to the end of January 2022 after acceptance of permission from the ethical and scientific research committee at Benha University.
- ❖ The researcher visited the selected setting three times per week those days were (Saturday, Sunday and Monday) from 10:00 am to 01:00 pm to collect data from the studied subjects.
- ❖ The average time needed to fill the sheet was around 30-45 minutes the average number of interviewed of the studied students was between 6-7 students / day.

### **Statistical analysis:**

Computerized data entry and statistical analysis were fulfilling scored using Statistical Package for Social Science (SPSS), version (22). Quantitative data were expressed as mean± standard deviation (SD). Qualitative data were expressed as frequency and percentage.

**The following tests were done:** Chi-square ( $\chi^2$ ) test of significance was used in order to compare proportions between two qualitative parameters. Spearman's rank correlation coefficient (r) was used to assess the degree of association between two sets of variables if one or both of them was skewed. The confidence interval was set to 95% and the margin of error accepted was set to 5%. So, the p-value was considered significant as the following: Probability (P-value) : P-value <0.05 was considered significant, P-value <0.001 was considered as highly significant, and P-value >0.05 was considered insignificant.

### **Results:**

Table (1) shows that, more than half (54.4%) of the studied students their age is from 17 to 18 years with mean SD 18.01± 0.93 years. Also, less than two-thirds (61.6%) of the studied students are female. Related to Birth order, less than half (40.8%) of them are the second child. Also, less than two-thirds (64.0%) of them have 1 – 3 siblings. As regard to marital status, the vast majority (98.4%) of them are single. In addition, nearly three-quarters (74.0% & 71.2%) of them living with both parents and residing at rural areas, respectively. Also, half (50.0%) of them have insufficient income. Moreover, the majority (86.0%) of them have good relationship with other people. Also, (19.2%) of the studied students has family history of social phobia, (58.3%) of them their sisters having social phobia. Furthermore, more than two-thirds (69.6%) of the studied students



have history of childhood abuse, more than half (56.3%) of them have verbal abuse.

**Figure (1)** shows that, less than half (45.6%) of the studied students has moderate level of social phobia. Also, less than one quarter (23.2%) of them have mild level and only (6.0% and 2.8%) of them has severe and extremely severe level. While, less than one quarter (22.4%) of them do not have social phobia.

**Figure (2)** shows that, less than half (48.0%) of the studied students has mild level of self-esteem. Also, less than one quarter (20.8%) of them have moderate level and only (20.0%) of them have high level. While, only (11.2%) of them have low level.

**Figure (3)** shows that, less than half (42.0%) of the studied students has positive

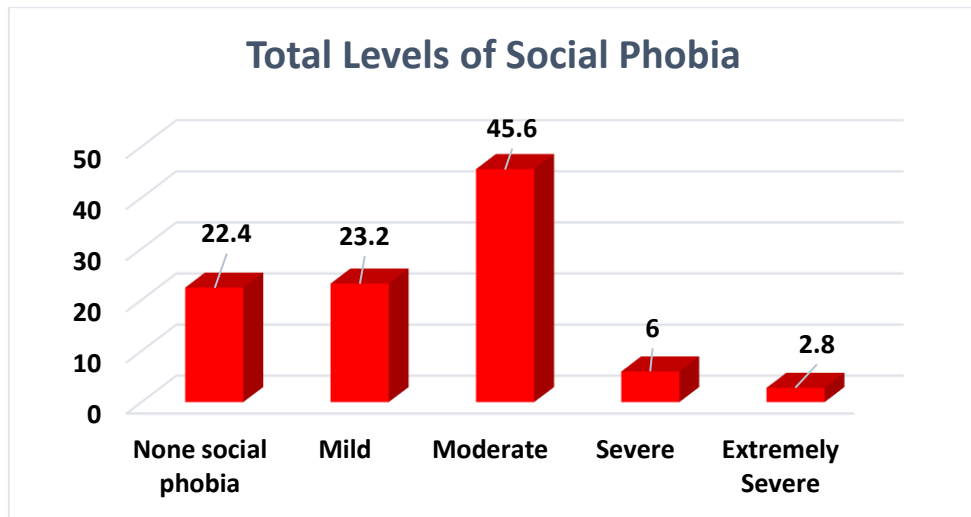
body image. While, nearly half (46.8%) of them have mild negative body image. Also, the minority (8.0%) of them have moderate negative body image. Moreover, only (3.2%) of them have severe negative body image.

**Table (4)** displays that, there is a highly statistically significant negative correlation between total social phobia and total self-esteem among the studied students at ( $P = < 0.01$ ). Also, there is a highly statistically significant negative correlation between total negative body image and total self-esteem among the studied students at ( $P = < 0.01$ ). Moreover, there is a highly statistically significant positive correlation between total social phobia and total body image among the studied students at ( $P = < 0.01$ ).

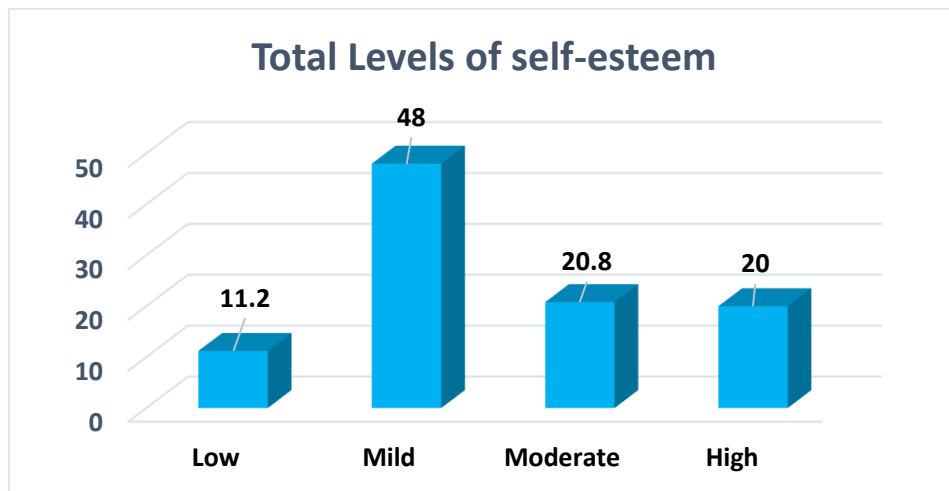
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**Table (1): Distribution of the studied students according to their socio-demographic data (n=250).**

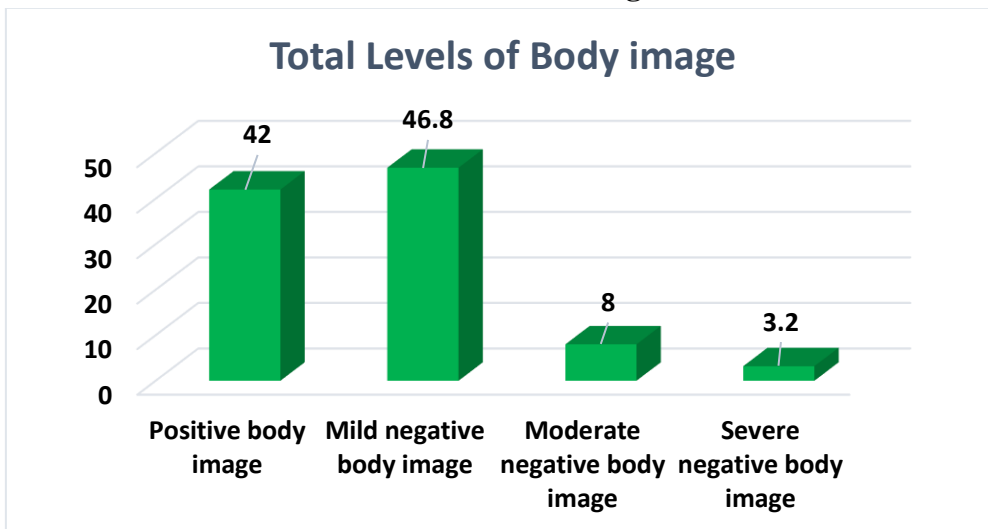
Socio-demographic data of the studied students	No.	%
<b>Age (years)</b>		
≥17	20	8.0
<17 to 18	<b>136</b>	<b>54.4</b>
< 18	94	37.6
<b>Mean SD</b>	<b>18.01± 0.93</b>	
<b>Sex</b>		
Male	96	38.4
Female	<b>154</b>	<b>61.6</b>
<b>Birth order</b>		
First	86	34.4
Second	<b>102</b>	<b>40.8</b>
Third	45	18.0
Last	17	6.8
<b>Number of siblings</b>		
1 - 3	<b>160</b>	<b>64.0</b>
4 - 6	85	34.0
More than 6	5	2.0
<b>Marital status</b>		
Single	<b>246</b>	<b>98.4</b>
Married	4	1.6
Separated	0	0.0
<b>Who lives with</b>		
Both parents	<b>185</b>	<b>74.0</b>
Single parents	43	17.2
Relative	15	6.0
Alone	7	2.8
<b>Residence</b>		
Rural	<b>178</b>	<b>71.2</b>
Urban	72	28.8
<b>Family income</b>		
Enough	75	30.0
Not enough	<b>125</b>	<b>50.0</b>
Enough and save	50	20.0
<b>Relationship with other people</b>		
Good	<b>215</b>	<b>86.0</b>
Bad	35	14.0
<b>Family history of social phobia</b>		
Yes	<b>48</b>	<b>19.2</b>
No	202	80.8
<b>If yes, Who? (n=48).</b>		
Brother	12	25.0
Sister	<b>28</b>	<b>58.3</b>
Father	5	10.4
Mother	3	6.3
<b>History of childhood abuse</b>		
Yes	<b>174</b>	<b>69.6</b>
No	76	30.4
<b>If yes, what is type of abuse? (n=174)</b>		
Sexual	4	2.3
Verbal	<b>98</b>	<b>56.3</b>
Psychological	32	18.4
Neglecting	40	23.0



**Figure (1): Distribution of the studied students according to total levels of social phobia (n=250).**



**Figure (2): Distribution of the studied students according to total levels of self-esteem (n=250).**



**Figure (3): Distribution of the studied students according to total levels of body image (n=250).**



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**Table (4): Correlation between total levels of social phobia, self-esteem and body image among the studied students.**

Variables		Total social phobia	Total self-esteem
Total social phobia	r		
	p-value		
Total self-esteem	r	-0.524	
	p-value	0.000**	
Total Negative body image	r	0.608	-0.511
	p-value	0.000**	0.000**

**Discussion**

Social phobia was a high prevalence among high school, college, and university students. Two studies were done among undergraduate university students: the point prevalence of social phobia estimated at 7.8% and 80%, respectively (Akbay & Gündüz, 2020). Faculty students are especially vulnerable to social weight related to physical appearance, as these formative periods are basic for the arrangement of one's personality and self-esteem over various spaces, including physical self-assessment. There is a strong association between feelings about the body and self-worth and well-being (Vannucci & Ohannessian, 2018). It has been reported that body image affects self-perception and negative thinking among persons with social phobia and that a negative and distorted self-image plays an important role in fostering social phobia (Reta et al., 2020). So, the current study aimed to focus on assess social phobia and its relation to self-esteem and body image among students of faculty of nursing.

The result of the current study revealed that more than half of the studied students their age is from 17 to 18 years old with mean SD 18.01± 0.93 years. From the researcher point view, this may because this age group From

first year students and it is the most vulnerable group that may exposed to psychological problems as social phobia. This result was similar to a study conducted by Alsibani & Al Hashmi, (2022) who found that the mean age of the study subjects come was 20.4 (SD= 1.66) years. On the other hand, this result was in disagreement with the study result of Abbas et al., (2018) who stated that more than half of the studied students ranged in age from 19 to 24 years .

As regard sex, the result of the current study represented that less than two-thirds of the studied students were females. From the researcher point of view ,this may be due to the high percentage of female nurses in this study revealed that nursing as a female dominated profession in Egypt because it provides them with job opportunities or may because anxiety disorders are more prevalent among females than males. This result supported by Yarmohammadi et al., (2020) who reported that about two thirds of the studied subjects were females. On the other hand, this result disagreed with Desalegn et al. (2019) who found that less than two-thirds of the studied students were males.

Regarding marital status, the result of the present study showed that the vast majority of the studied students were

single. From the researcher point of view, this may be related to the majority of the study sample were 17-18 years old where is not the legal age for marriage or because the studied sample were students which is difficult to get married before graduation and also being un employed. This result was in accordance with **Abud et al.,(2018)** who found that the highest percentage of the study sample was single in marital status. In addition, this result supported by **Gan & Yuen Ling, (2019)** who stated that the vast majority of the studied students were single.

Additionally, nearly three-quarters of the studied students were living with both parents and residing at rural areas. These findings were congruent with **Boka et al., (2021)** who reported that the most of the studied students were from rural areas and living with both parents. Also, these results agreed with **Hajure & Abdu, (2020)** who found that the most of the studied students were from rural areas.

Concerning family income, the result of the current study found that half of the studied students had insufficient income. From the researcher's point of view, this may be related to low socioeconomic status of most people in our society. This result was in harmony with **Murad, (2020)** who reported that more than half of the studied students' family had insufficient income. Similarly, a study by **De Araujo et al., (2018)**, who found that more than half of the studied students perceived that their family income as worse condition.

The result of the present study revealed that the majority of the studied students had good relationships with other people. From the researcher point of view, this may be due to communication is the most important

aspect of professional nursing and it is needed to communicate well with patients. This result was supported by **Ahadzadeh et al., (2018)** who reported that the most of the studied students had good relationship with others. Also, a study by **Alkhalifah et al., (2017)** who stated that the most of the studied students had good relations with others.

As regard to family history of social phobia, the result of the present study illustrated that less than one fifth of the studied students had family history of social phobia. From the researcher point of view, this may because parental social phobia and problematic family functioning have been suggested as important risk factors for social phobia in adolescents or the positive family history of social phobia considered one of the most common causes associated with the development of social phobia. These results were consistent with **Mercy et al., (2021)** who demonstrated that the minority of the studied students, had family history of social phobia .In the same line, a study conducted by **Suleiman et al., (2021)** who confirmed that minority of the studied students' had family history of social phobia. On other hand, this result was in disagreement with **Rabia et al., (2019)** who revealed that most of the participants had family history of social phobia.

Regarding history of childhood abuse, the result of the current study represented that more than two-thirds of the studied students had history of childhood abuse and more than half of them had verbal abuse. From the researcher point of view, this may be due to the association between childhood abuse and impaired social functioning that may lead to social anxiety disorders or because childhood abuse is associated

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with increased risk of developing psychopathology later in life as anxiety. These results were come in the same line with a study conducted by **Arshadi et al., (2018)** who clarified that more than half of the studied students had history of child abuse while these results contradicted with **Basem & Amani, (2018)** who mentioned that more than half of the studied students don't have a history of abuse.

Regarding to the studied students' total of social phobia subscales, the result of the present study clarified that less than half of the studied students had moderate level of fear in social situations. This result was similar with a study conducted by **Ambusaidi et al., (2020)** who stated that nearly half the studied sample had social phobia.

In addition, the result of the present study clarified that less than half of them had moderate level of avoidance of performance or social situations. This result was in accordance with **Jayasuriya, (2019)** who found that half of the 1st year undergraduate faculty students suffering from moderate level of social phobia.

Also, the result of the present study displayed that nearly half of them had moderate level of physiological discomfort in social situations. On the other hand, these results were against with **Preeti, (2019)** who reported that less than one fifth of the studied students had social phobia. Also carried out by **Monterio et al., (2020)** who reported that almost half of the studied students had mild social anxiety.

Concerning to the studied students' total levels of social phobia, the result of the present study illustrated that less than half of the studied students had moderate

level of social phobia. Also, less than one quarter of them had mild level and the minority of them had severe and extremely severe level. While, less than one quarter of them do not have social phobia. From the researcher point of view, this may be due to family history of social phobia and history of child hood abuse that have been considered as risk factors of social phobia. And so, this may because social phobia is an important educational problem that effects on students in colleges especially the first year of colleges students.

These results were congruent with a study conducted by **Taha et al., (2018)** who reported that less than half of the studied students had moderate level of social phobia. In the same line, **Afshari et al., (2021)** who reported that the social phobia of medical students was moderate among half of them. On the other hand, these results contradicted with a study done by **Dsouza et al., (2019)** who mentioned that more than two thirds of the studied students not have social phobia.

Concerning to total level of self-esteem, the results of the present study illustrated that less than half of the studied students had mild level of self-esteem. Also, less than one quarter of them had moderate level and only one fifth of them had high level while the minority of them had low level. Form the researcher point of view, this may because a considered proportion of the studied students had a moderate level of social phobia which is negatively affect their level of self-esteem and this indicated that there is relationship between self- esteem and social phobia among the first year students college that indicate that social phobia interfere with

self-esteem where the higher social phobia the individual demonstrate the lower self-esteem.

These results were congruent with a study carried out by **Sa et al., (2019)** who stated that about half of health professional students suffer from low self-esteem. Also, a study conducted by **Choi et al., (2019)** who found that more than half of the studied students had mild self-esteem. In contrast, **Lin & Lin, (2018)** who stated that the most of the studied students' level of self-esteem was between the medium and high. This may be related to difference in the studied subjects and tool utilized.

As regard to the studied students' total levels of body image, the results of the present study revealed that less than half of the studied students had positive body image while nearly half of them had mild negative body image. Also, the minority of them had moderate negative and severe negative body image .

These findings were in the same line with a study carried out by **Ghahremani et al., (2018)** who mentioned that the mean score for body image concern decreased in the studied subjects. In addition, a study conducted by **Regis et al., (2018)** who reported that more than one third had body image dissatisfaction.

The result of the present study illustrated that there was a highly statistically significant negative correlation between total social phobia and total self-esteem among the studied students at ( $P = < 0.01$ ). From the researcher point of view ,social phobia is one of the factors affecting self -esteem where socially anxious people experience psychological and emotional imbalance ,isolation and fear of others so it highly affects the level of self- esteem. This

result was in the same line with a study conducted by **Kim, (2019)** who stated that there was a highly statistically significant negative correlation between the studied students' social anxiety and total self-esteem.

Moreover, there was a highly statistically significant negative correlation between total negative body image and total self-esteem among the studied students at ( $P < 0.01$ ).From the researcher point of view, this may be because self esteem is very important psychological factor and strongly linked to mental health and social behavior where low self-esteem related to social, behavioral and health issue as poor body image and body dissatisfaction and anxiety. This result supported by a study done by **ALAhmari et al., (2019)** who found that the total self-esteem scores showed significant negative correlations with perceived body image.

As well, there was a highly statistically significant positive correlation between total social phobia and total negative body image among the studied students at ( $P < 0.01$ ).From the researcher point of view, this may be due to persons with social phobia tend to have distorted body image. This result was congruent with a study conducted by **Sukma, (2022)** who declared that there was a correlation between body image with high social anxiety among the studied subjects.

### **Conclusion**

Less than half of the studied students have moderate Level of social Phobia, Less have mild level of self-esteem and nearly half of them have mild negative body image. Also, it is observed that there was highly statistical and negative correlation between total social Phobia and total self-esteem and, there was highly statistically significant

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positive correlation a between total social Phobia and total negative body image among the studied students.

### **Recommendations:**

- Holding workshops and seminars for fresh students at the beginning of each academic year, to alleviate their feeling of stress and social phobia and to raise the level of their self-esteem.
- Promoting the participation of students with low self-esteem in social activities, collaborative work, and social engagement to help them form a positive self-image.
- Early detection any sign or symptom of social phobia for students and provide the educational programs about it to decrease social phobia among them because any other factors that may effect on learning process.
- Providing adequate information for nursing students through psychiatric lectures in curriculum in nursing faculty focusing on academic social phobia and how cope with such situations.
- Refereeing the students with social phobia to the psychiatry profession for primary prevention.
- counseling program for nursing students to attain a realistic, positive perception of their body image and to overcome the negative views about their body image in order to enhance their self-esteem and different dimensions of their social Phobia
- Psych educational nursing interventions to improve self-esteem in adolescents nursing students.
- Further annually studies on social phobia for students of faculty of nursing and risk groups especially at first year of college.

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## تقييم الرهاب الاجتماعي وعلاقته بتقدير الذات وصورة الجسد لدى طلاب كلية التمريض

رانيا شامخ عبد العزيز- فتحية سعيد سيد- فتحية عبدالله أحمد

الرهاب الاجتماعي أو اضطراب القلق الاجتماعي هو مشكلة صحية عقلية خطيرة ومعوقة تبدأ قبل أو أثناء فترة المراهقة ، ولها مسار مزمن ، وترتبط بضعف كبير في الأداء الاجتماعي والعمل ، وانخفاض نوعية الحياة . لذا هدفت هذه الدراسة إلى تقييم الرهاب الاجتماعي وعلاقته بتقدير الذات وصورة الجسم لدى طلبة كلية التمريض. و تم استخدام التصميم الوصفي الارتباطي لتحقيق الهدف من هذه الدراسة . وقد أجريت هذه الدراسة في كلية التمريض بجامعة بنها بمحافظة القليوبية. حيث تكونت الفئة المستهدفة من هذه الدراسة من ( ٢٥٠ ) طالبا وطالبة. وقد كشفت النتائج أقل من نصف الطلاب الذين شملتهم الدراسة لديهم مستوى معتدل من الرهاب الاجتماعي ، وأقل من نصف الطلاب الذين شملتهم الدراسة لديهم مستوى معتدل من احترام الذات وما يقرب من نصفهم لديهم صورة سلبية خفيفة عن الجسم. الخلاصة: كانت هناك علاقة سالبة ذات دلالة إحصائية عالية بين الرهاب الاجتماعي الكلي وتقدير الذات الكلي وكانت هناك علاقة إيجابية ذات دلالة إحصائية بين الرهاب الاجتماعي الكلي وصورة الجسم السلبية الكلية لدى الطلاب الذين شملتهم الدراسة. كما أوصت الدراسة عقد ورش عمل وندوات للطلاب الجدد بداية كل عام دراسي، للتخفيف من شعورهم بالتوتر والرهاب الاجتماعي ورفع مستوى تقديرهم لذاتهم. مزيد من الدراسات السنوية في الرهاب الاجتماعي لطلاب كلية التمريض والفئات المعرضة للخطر خاصة في السنة الأولى من الكلية .