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A Study to Assess the Effectiveness of Interventional Package on Knowledge Regarding Level of Self-Esteem Among 1st Year B.Sc. Nursing Students in SCPM College of Nursing at Gonda

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Abstract: ***INTRODUCTION: Self-esteem refers to a person's beliefs about their own worth and valueand influences their choices, decisions, and motivation. High self-esteem means believing in oneself and one's strengths, while low self-esteem means focusing on weaknesses and not feeling good enough. Developing self-esteem involves learning to evaluate one's thoughts, listening to one's inner voice, investigating the source of low self-esteem from childhood experiences, and setting a goal to improve one's self-talk and self-confidence.***

OBJECTIVES OF THE STUDY

1.To assess the knowledge regarding self-esteem among students before and after the administration of interventional.

2.To evaluate the effectiveness of interventional by comparing the pretest and post-test knowledge scores regarding self-esteem among students.

3.To find out the association between pre-test knowledge scores on self-esteem with their selected demographic variables of students.

Methods: The conceptual framework was done based on Modified Roy's adaptation model [1984]. This study was done to assess the effectiveness of interventional on self-esteem among 1st year b.sc nursing students in SCPM College of Nursing at Gonda.

In order to accomplish the objectives of the study, a true experimental pretest post-test control group design was adopted. In this study, the sample consists of 60 students in experimental group who fulfilled the inclusion criteria for the study. The simple random sampling technique was used for this study.A structured socio demographic dataand Rosenberg self-esteem scale was selected on the basis of the objectives of the study.The instrument selected in research should be as far as possible the vehicle that would best obtain data for drawing conclusions, which were pertinent to the study. The tools are prepared in two sections. The collected data was tabulated according to various parameters and the complete analysis was done with descriptive and inferential statistics.

Results:Before intervention, the maximum 17(28.3%) samples were having moderate knowledge of self-esteem, after intervention the maximum 53(88.3%) samples werehaving moderate knowledge of self-esteem.Paired't' value was calculated to analyze the effectiveness between pretest and posttest scores of knowledge level of students. The paired "t" value was 19.92, which is high when compared to table value 10. It seems that the interventionwas effective in improving the knowledge level among students. To determine the association between the knowledge post test scores with selected socio- demographic variables and Rosenberg self-esteem scale.

The collected data were analysed using descriptive and inferential statistics.The mean post test scores of self-esteems were 19.92 (SD + 3.77) higher than the mean pretest scores of self-esteems 10with a mean difference of 33.18% and the corresponding' value was 19.16 which was significant at P< 0.05 level.The study findings revealed that there was a significant improvement in the levels of self-esteem after self-esteem intervention. Based on the statistical findings it was evident that self-esteem intervention was effective in improving the knowledge of self-esteem among students.

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I. INTRODUCTION

Self-esteem refers to a person's beliefs about their own worth and value and influences their choices, decisions, and motivation. High self-esteem means believing in oneself and one's strengths, while low self-esteem means focusing on weaknesses and not feeling good enough. Developing self-esteem involves learning to evaluate one's thoughts, listening to one's inner voice, investigating the source of low self-esteem from childhood experiences, and setting a goal to improve one's self-talk and self-confidence.

II. OBJECTIVES OF THE STUDY

1.To assess the knowledge regarding self-esteem among students before and after the administration of interventional.
2.To evaluate the effectiveness of interventional by comparing the pretest and post-test knowledge scores regarding self-esteem among students.
3.To find out the association between pre-test knowledge scores on self-esteem with their selected demographic variables of students.

III. OPERATIONAL DEFINITIONS

1) Effectiveness:Itreferstotheextent to whichthe interventionalpackage hasachievedthe desired outcome as measured in terms of knowledge scores of 1st year Bsc Nursing students.
2) Interventional package: Pertaining to the act of intervening, interfering or interceding with the intent of modifying the outcome.
3) Knowledge: Knowledge is about information, understanding and skills that have gained through learning.
4) Self-esteem: It refers to a nursing student's judgment about her own behavior, personal worth, ability and it is the essential component of psychological survival.
5) 1st year B.sc Nursing students: It refers to the Nursing students those who are aged between 18 - 21 years.

IV. HYPOTHESIS

1) H1: There will be no significant difference between pre and post - test level of knowledge regarding self esteem among 1st year Bsc Nursing students.
2) H2: There will be no significant association between post - test knowledge scores with their selected demographic variables among 1st year B.sc Nursing students.

V. RESEARCH APPROACH

Quantitative research approach

Group	Pre-test	Intervention	Post-test
1st year B.sc Nursing students atSCPM College of Nursing at Gonda.	To assess the effectiveness of interventional package on knowledge regarding level of self-esteem	interventional package	assess theeffectiveness of interventional package on knowledge regarding level of self-esteem offirstyear BSc nursingstudents.

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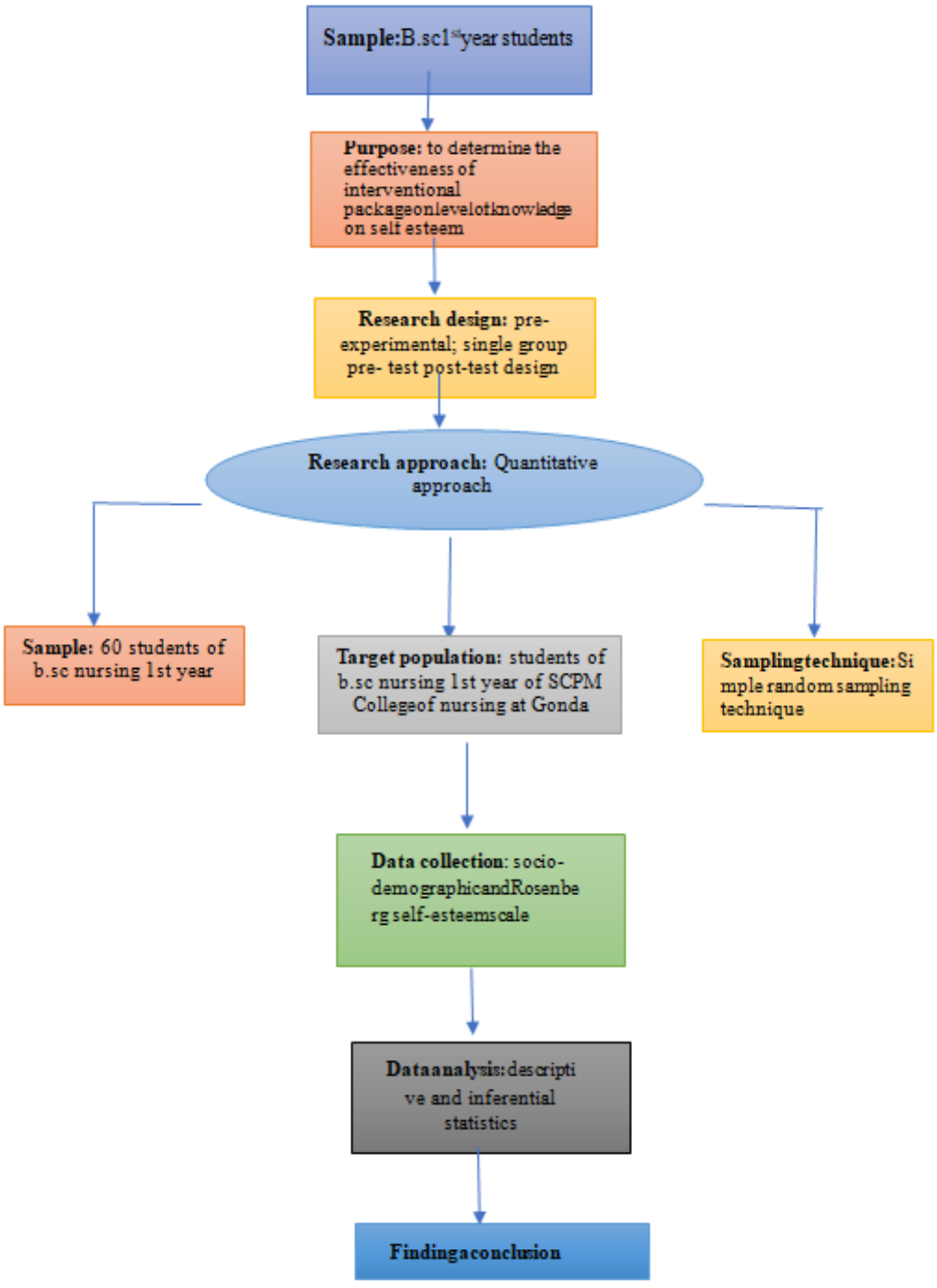
VI. RESEARCH DESIGN

One group pre and post-test pre-experimental Research design

VII. SETTING OF THE STUDY

This study was conducted in SCPM College of Nursing at Gonda.



Schematic Representation of Research Design

1) POPULATION

Population in the present study were first year nursing students of SPCM college of Nursing, Gonda

2) SAMPLE AND SAMPLING TECHNIQUE

The sample for the study comprised of 60 nursing students. Simple Random sampling technique was used to draw the sample which is the type of Probability sampling technique.

3) CRITERIA FOR SELECTION OF SAMPLE

a) Inclusioncriterion: -

- Betweentheagesgroupof18-21years.
- Availableatthe time ofdata collection.
- Willingtoparticipateinthestudy.
- Ableto readand writeEnglish.
- Studyingin1st yearB.scnursing.

b) Exclusion Criterion: -

- Not willing to participate in the study.
- Absent at the time of data collection.
- Physically ill at the time of data collection.

Aninterventional package knowledge questionnaire willbeusedbythe investigatorto assess the knowledge regarding self-esteem.
Thetool isorganizediniiparts.
PartI:Socio-demographic variables.
Part II: ARosenberg self-esteemscale.
Part –I: Age, Gender, Birth order, Domicile, Religion, Type of family, Academic performance, Family Income.
Part II: A Rosenberg self-esteem scale with 10 items was constructed to assess the knowledge of self- esteem. It isa standardized instrument with4-point Likert scale which consists of 10 questions. Out of which 5 questions have positive scoring and 5 questions have negative scoring. The highest score for the test is 30 and the lowest score is zero. Scoredasfollows:Items1,2,4,6and7havepositivescoring.Stronglyagree=3,Agree=2, Disagree=1,Stronglydisagree=0. Items3, 5, 8, 9and10havenegativescoring.

VIII. METHOD OF DATA ANALYSIS

The data was analyzed in terms of the study. The plan for data analysis is as follows:

1) Descriptivestatistics:

- Frequency and percentage distribution are used to analyze demographic variables of first year bsc nursing students on effectiveness of interventional package on knowledge regarding level of self-esteem.
- Mean, mean percentage and standard deviation are used to assess effectiveness of interventional package on knowledge regarding level of self-esteemof first year bsc nursing students.

2) Inferentialstatistics:

- Paired' testvaluewascalculated toassessthe effectivenessofinterventional package. Chi square test was used to find association between pre-test knowledge scoreand demographic variables.

SectionI:Frequencyandpercentagedistributionbasedonsociodemographicvariables.

Table1:Frequencyandpercentagedistributionbasedonsociodemographicvariables. N=60

S.no	Ageinyears	Frequency	Percentage
1.	18 years	11	18.3

2.	19 years	20	33.3
3.	20 years	22	36.6
4.	21andabove	07	11.6
5.	Total	60	100

Table-1depictsthat 18.3%ofsubjectswereaged18years, 33.3%were19yearsold, 36.6%and remaining 11.6 % were aged 21 years

Table – 2:DistributionofstudentsbytheirGender N=60

S.No	Gender	Frequency	Percentage
1.	Male	21	35.0
2.	Female	39	65.0
	Total	60	100

Table2revealsthatthe majority65%ofthe subjectswerefemalesandremaining35%were males.

Table–3:Distributionofstudentsaccordingtotheirbirth orderN=60

Birthorder	Frequency	Percentage
a.Firstchild	20	33.3
b.Middlechild	20	33.3
c. Last child	15	25
d. Precious child.	05	8.3
Total	60	100

Table–4: Distribution ofstudentsaccordingtotheirdomicile

Domicile	Frequency	Percentage
a.Rural	56	93.3
b.Urban	0	0
c.Semiurban	04	2.4
Total	60	100

Table-4 depicts that 93.3% of subjects were belongs to Rural, 0 % were belongs to urban, 2.4% were belongs to Semi urban.

Table–5: Distribution ofstudentsaccordingtotheirreligion

Religion	Frequency	Percentage
a.Hindu	44	73.3
b.Muslim	7	11.7
c.Christian	9	15.0
Total	60	100

Table-5depictsthat majority73.3%ofthestudentsbelongto Hindureligion,11.7%belongsto Muslim and only 15% of students belong to Christian religion.

Table – 6: Distribution of students according to family type

Familytype	Frequency	Percentage
a.Nuclearfamily	39	65.0
b.Joint family	21	35.0
Total	60	100

Table-6depictsthat majority65%ofsubjectswereliving innuclear familiesandremaining 35% were living in joint family.

Table – 7: Distribution of students according to any chronic illness

Chronicillness	Frequency	Percentage
Yes	6	10.0
No	54	90.0
Total	60	100

Table-7depictsthat majority10%ofsubjectshave chronic illnessand90%ofsubjectswere having no illness.

Table – 8: Distribution of students according to family income

Familyincome	Frequency	Percentage
a.Rs.5000-10000	16	26.7
b.Rs.10001-15000	14	23.3
c.Rs.15001-20000	27	45.0
d.Rs.20001and above	3	5.0
Total	60	100

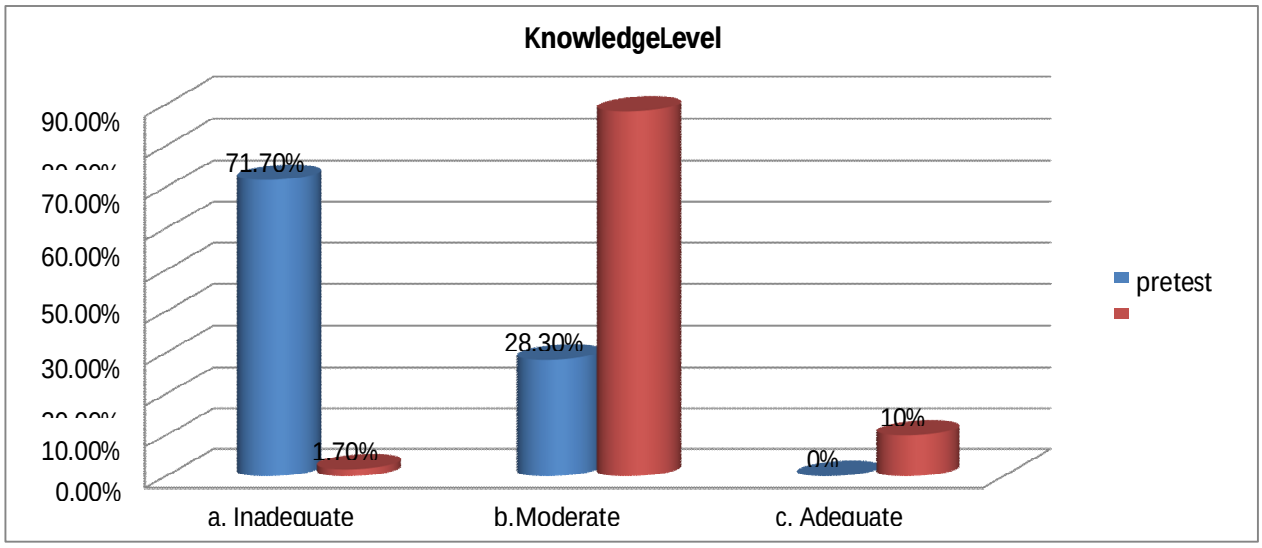
Table8showsthat majority45%subject's familyincomewasbetweenRs.15001-20000, 26.7% of subject's income was between Rs.5000-10000, 23.3% of subject's family income was between Rs. 10001-15000 and remaining 5% of the subjects had family income more than Rs.20001.

SECTIONII:Assessthelevelofknowledgeofstudentsregarding self-esteem in pre test and post test

TABLE–9: Pretestandpost testknowledgelevelofselfesteem

Category	Score	Pre test		Posttest	
		Frequency	Percent	Frequency	Percent
a.Inadequate	0-10	43	71.7	1	1.7
b.Moderate	11-20	17	28.3	53	88.3
c.Adequate	21-30	0	0.0	06	10.0
Total		60	100	60	100

Table 9 depictsthat majority71.7% ofthe subjects had inadequate knowledge and 28.3% had moderateknowledgeofself-esteemin thepretest.After administrationofinterventional 1.7% has inadequate knowledge, 88.3%ofsubjects had moderate knowledge and 10% ofthem had adequate knowledge of self-esteem.



SECTIONIII: Effectivenessofinterventionalonself-esteemamongstudents.

S.no	Levelof knowledge	Paired"t" value	Tablevalue	Levelof significant
1.	Selfesteem	19.16	2.001	P<0.05 Significance

Table10showsPaired"t"valuewascalculatedto analyzetheeffectivenessbetweenpre andpost scoresofknowledge levelofstudents. Thepaired"t"valuewas19.16, whichis high when compared to table value 2.001.it seems that the interventional was also effective in improve the knowledge level among students.

SECTION IV: Comparison of mean, standard deviation, and meanpercentageofpretestandposttestscoresonlevel of knowledge among students.

S.no	Level of knowledge	Max score	Levelofknowledgeamong students						Difference in mean percentage %
			Pre test			Posttest			
			Mean	SD	Mean %	Mean	SD	Mean %	33.18%
1.	Selfesteem	30	10	3.68	6.66%	19.92	3.77	39.84%	

Table11showsComparisonofmean, SDand meanpercentageofpretestandposttest scores reveals that in pretest mean score was (6.66%), whereas in posttest mean and meanpercentagewas39.18%(3.918).Itseemsthatthepretestwaslower thanposttest which showing that interventional is effective in self-esteem.

SECTIONV:Associationbetweendemographicvariablesand level of knowledge among students. Table 4.5 chi square value of association between post test scores of knowledge level among students with their selected demographic variables

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TABLE:12Associationofpost-testlevelofself-esteemamongstudentswiththeir selected demographic variables.N=60

S.NO	Demographic variables	Df	Table value	Chisquare value	Levelof significance
1.	Age	2	2.05	2.68	P<0.05 Significant
2.	Gender	1	1.14	0.465	P<0.05 Significant
3.	Birthorder	1	1.14	2.11	P<0.05 Significant
4.	Domicile	2	2.05	0.5959	P<0.05not Significant
5.	Religion	3	3.84	4.796	P<0.05 Significant
6.	Familytype	3	3.84	4.3515	P<0.05 Significant
7.	Chronicillness	3	3.84	4.3265	P<0.05 Significant
8.	Familyincome	3	3.84	2.389	P<0.05not Significant

Section 1: Frequency and percentage distribution based on the socio demographic variables.

Regarding the age: Distribution of sample according to age majority of the students belongs to 18.3% of subjects were aged 18 years, 33.3% were 19 years old, 36.6% and remaining 11.6 % were aged 21 years

Regarding the gender Distribution of samples, according to their gender majority of students belongs to 65% of the subjects were females and remaining 35% were males.

Regarding the students according to their birth order, 33.3% of subjects were first child, 33.3 % were middle child, 25% last child & 8.3% were precious child.

Regarding the students according to their domicile, 93.3% of subjects were belongs to Rural, 0 % were belongs to urban, 2.4% were belongs to Semi urban.

Regarding the students according to their religion, 73.3% of the students belong to Hindu religion, 11.7% belongs to Muslim and only 15% of students belong to Christian religion.

Regarding the students according to family type, 65% of subjects were living in nuclear families and remaining 35% were living in joint family.

Regarding the students according to any chronic illness, 10% of subjects have chronic illness and 90% of subjects were having no illness. Regarding the students according to family income, 45% subject's family income was between Rs.15001-20000, 26.7% of subject's income was between Rs.5000-10000, 23.3% of subject's family income was between Rs. 10001-15000 and remaining 5% of the subjects had family income more than Rs. 20001.

Section 2: Assess the level of knowledge of students regarding self-esteem in pretest and posttest71.7% of the subjects had inadequate knowledge and 28.3% had moderate knowledge of self-esteem in the pre test. After administration of interventional 1.7% has inadequate knowledge, 88.3% of subjects had moderate knowledge and 10% of them had adequate knowledge of self-esteem.

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Section 3: Effectiveness of interventional on self esteem among students.

Paired"t"valuewascalculatedto analyzetheeffectivenessbetweenpre andpost scoresofknowledge levelofstudents. Thepaired"t"valuewas19.16, whichis high when compared to table value 2.001.it seems that the interventional was also effective in improve the knowledge level among students.

Section 4: comparison of mean, standard deviation, and mean percentage of pretest and post test scores on level of knowledge among students.

Comparison of mean, SD and mean percentage of pre test and post test scores reveals that in pre test mean score was (6.66%), whereas in post test mean and mean percentage was 39.18% (3.918). It seems that the pre test was lower than post test which showing that interventional is effective in self-esteem.

Section 5: association between demographic variables and level of knowledge among students. Chi square value of association between post test scores of knowledge level among students with their selected demographic variables.

Chi-squarewascalculatedto findouttheassociationbetweenthepostest scoresofstudents withtheir selecteddemographicvariablesregardinginterventionalpackageonself-esteem.It

reveals that there was a significant association (P0.05) found between post test scores of knowledge level when compared to other demographic variables such as age, gender, birth order, domicile, religion, family income, chronic illness and family income. Therefore, the hypothesisstatedtherewillbesignificant associationbetweenknowledgeofstudentsregarding self-esteem and selected demographic variables is accepted.

- NURSING PRACTICE

Nursing encompasses autonomous and collaborative care of individuals of all ages, families, groups and communities, sick or well and in all settings. The unique function of nurses in caring for individuals, sick or well, is to assess their responses to their health status and to assist them in the performance of those activities contributing to health or recovery or to dignified death that they would perform unaided if they had the necessary strength, will, or knowledge and to do this in such a way as to help them gain full of partial independence as rapidly as possible.

- NURSING EDUCATION:

Nursing education consists of the theoretical and practical training provided to nurses with the purpose to prepare them for their duties as nursing care professionals. The aim of nursing education is a development of the nursing profession. One way to promote development is to clarify the professional role.

- NURSING ADMINISTRATION:

Nursing administrators should take interest in motivating the nursing personnel's especially nurses to improve their professional Knowledge and skill by attending the health conferences, workshops, seminars and training program on self-esteem. Nurse administrator acts as a liaison between health care system & community. Nurse administrator may initiate awareness program on improvement of self-esteem at community level. There should be a provision for nurses to devote time for giving health educational program on the improvement of the self-esteem. The nurse administrator may allocate resources and provide motivation for further study.

- NURSING RESEARCH:

The findings of the present study are helpful for the nursing professionals and nursing students to conduct further studies to find out the effectiveness of various methods of providing education on improving the Knowledge of students regarding self-esteem. It will in turn strengthen nursing research pertaining to the psychiatric nursing. The study will be a valuable reference material for future researcher. The study findings would help to expand the scientific body of knowledge upon which further researches can be conducted. The large-scale studies can be conducted by following various methods of research.

- NURSING RECOMMENDATION:

➢ A comparative study to assess the self-esteem among B.Sc. nursing and GNM students.
➢ A descriptive study to assess the level of self-esteem among staff nurses working in psychiatric departments.
➢ A study to assess the effectiveness of the self-instructional modules to improve the self- esteem.

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- A study to assess the level of self-esteem among adolescent through the use of Rosenberg's scale.

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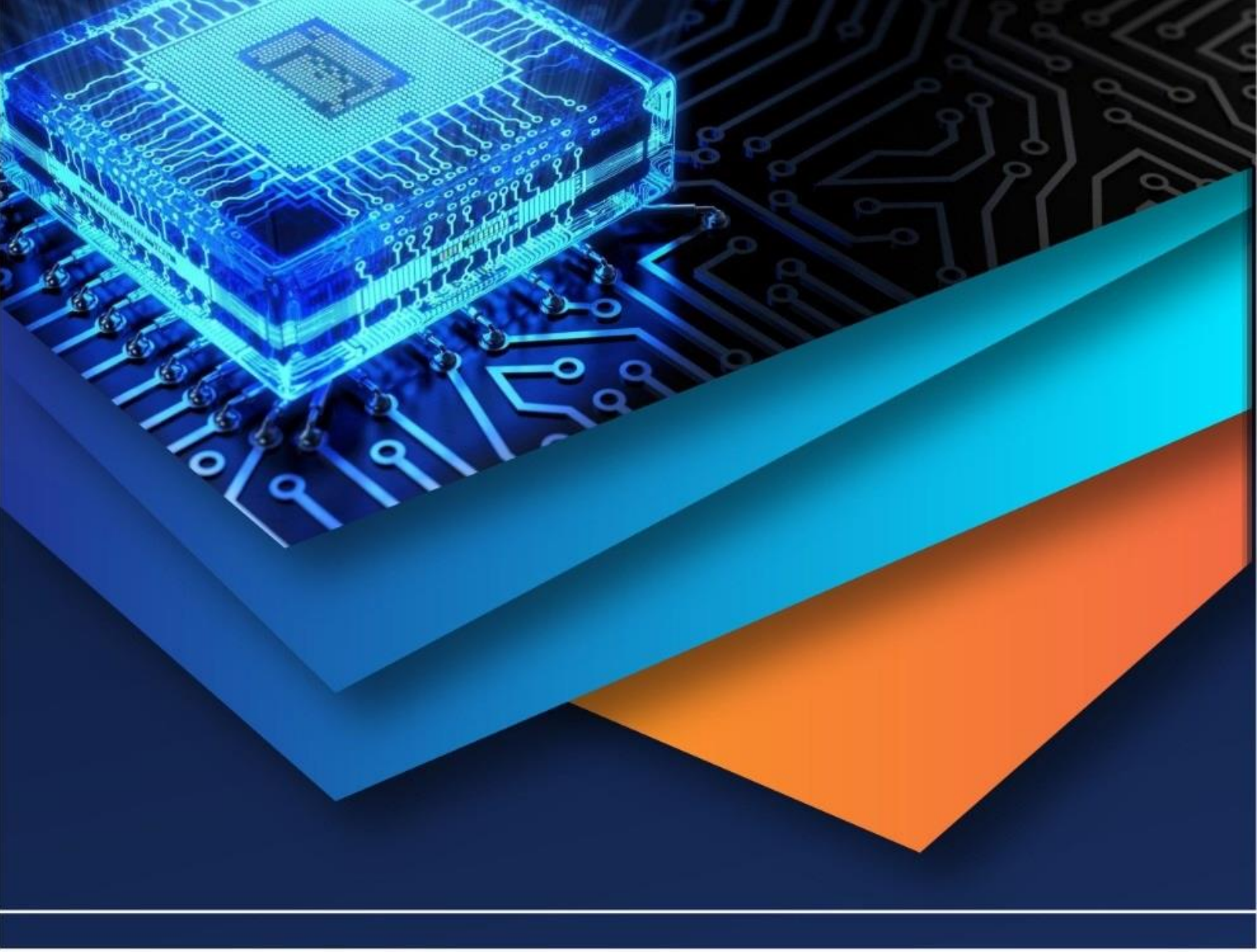

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