

Self-awareness among Nursing Students Dealing with Psychiatric Patients

Amal Mohammed Osama, Omayma Abu Bakr Osman¹, Galila Shawky EL-Ganzory²

Clinical Instructor at Abbassia Nursing Institute for Girls, Professor & Head of Department of Psychiatric Mental Health Nursing¹, Faculty of Nursing, Ain Shams University, Professor of Psychiatric Mental Health Nursing², Faculty of Nursing, Ain Shams University.

Abstract

Aim: this study aimed to assess self-awareness among nursing students dealing with psychiatric patients. **Design:** a descriptive exploratory design was utilized in this study. **Setting:** This study was conducted at Abbassia psychiatric hospital which contains two secondary nursing schools, one for males and another for female (both of them affiliated to Abbassia psychiatric hospital). **Sampling:** A convenience sample of 100 students. **Tools:** Interview questionnaire sheet used to assess student's socio-demographic characteristics, Cooper-smith self-awareness scale used to assess self-awareness level and Rosenberg self-esteem scale to assess nursing student's self-esteem level. **Results:** It illustrated that more than half of the study sample had a low level of self-awareness. Close to half of the students had low and medium level of self-esteem respectively; there was highly significant correlation between students' self-awareness and their self-esteem. **Conclusion:** according to this study the majority of students had low self-awareness and more than two thirds of students had low and medium self-esteem respectively. **Recommendations:** There must be training courses for nursing students who deal with psychiatric patients to develop their self-awareness and how to use self as a therapeutic method in their relationship with patients.

Key words: Self-Awareness, Nursing Students, Self-Esteem, Psychiatric Patient

Introduction

Self-awareness is the active process of learning about the components of the self. The initial step to growing caring is self-awareness, which is defined as being aware of one's presence of mental capacity. Self-awareness also helps one's ability to restore mental stability. A better understanding of the self enhances one's growth and enables the nurse to establish a caring relationship with patients in an honest, genuine, and respectful manner (*Sitzman & Watson, 2014; Watson, 2012*). The genuineness that is necessary for the therapeutic nurse-patient relationship is connected to one's inner core self (*Sitzman & Watson 2014; Kim et al., 2016*).

Self-awareness is particularly important in mental health nursing. Everyone, including nurses and student nurses, has values, ideas, and beliefs that are unique and different from others'. At times,

a nurse's values and beliefs will conflict with those of the client or with the client's behavior (*Videbeck, 2011*).

The level of self-awareness among nursing students enables them to see where their thoughts and emotions take them. Thus, an assessment of self-awareness among nursing students is required, which will help in making the desired changes in the thoughts and interpretations they make in their minds and hence in their behavior. (*Shiela, Malathy, Premila, 2013*).

Psychiatric disorders have special communication and relationship needs that require advanced therapeutic communication skills. In psychiatric and mental health nursing; the nurse-client relationship is an important intervention tool that is used to reach treatment goals (*Kim and Patterson, 2016*).

Student nurses beginning their clinical experience in psychiatric-mental health

nursing usually find the discipline to be very different from any previous experience. As a result, they often have a variety of concerns; these concerns are normal and usually do not persist once the students have initial contacts with clients (*Videbeck, 2011*).

Awareness-vigilance and alertness in gathering information - is an important ingredient in preventing nurse-patient relationship. Nurses in good relationships are constantly aware of the health of the relationship, monitoring their interactions and making corrections or adjustments that keep the relationship healthy and strong (*Lopper, 2011*)

Significance of the study:

It is really important that nurses should have the understanding of verbal and non-verbal gestures. Nurses should learn how to react and manage different situations rather than avoiding them. Being a nurse, that cares for patients from different sociocultural background and different value systems. So, appreciating and acknowledging these differences will help nurses in developing therapeutic alliance which will lead to healthy therapeutic relationship. Also, Self-awareness is the use of self-assessment to analyze and guide behavior in a genuine way; which enables nurses to create an environment which helps in promoting interpersonal relationship with the patients. Thus, it helps in recovery process by providing therapeutic environment (*Eckroth-Bucher, 2010*).

Aim of the study

The study aimed to assess self-awareness and self-esteem among Nursing Students dealing with psychiatric patients.

The aim of the study was achieved through answering the following questions:

- 1- What are the levels of self-awareness and self-esteem among secondary nursing students dealing with psychiatric patients?

- 2- Is there a relation between self-awareness level and self-esteem level among secondary nursing students dealing with psychiatric patients?
- 3- What is the relation between self-awareness and psychiatric nursing curriculum?
- 4- What is the relation between self-awareness and socio-demographic data?
- 5- What is the relation between self-esteem and socio-demographic data?

Subjects and methods of this study:

a) Research design:

In this study, the researcher used descriptive exploratory research design.

b) Setting:

The study was conducted at two Secondary Technical Nursing Schools, one at Abbassia Secondary Technical Nursing School for males and another at Abbassia Secondary Technical Nursing School for female (both affiliated to Abbassia Psychiatric Hospital).

c) Subject:

The subjects of this study were all students at Third year that were included in the study fulfilling the following inclusion criteria:

1. Age: 17-19 years old.
2. Sex: both sexes (males & females).
3. Grading: third year students in the Academic year (2017-2018)
4. Agree to participate in the study.

d) Tools of data collection:

1. Socio-demographic interviewing questionnaire (Appendix I):

It was designed by the researcher to collect data about students socio-demographic characteristics (age, sex, and parent's educational level, academic achievement, student's economical level and number of brothers and sisters).

2. Self-awareness inventory scale (Cooper, 1967) (Appendix II):

The pre-designed tool aimed to measure self-awareness among children and adolescents. It was prepared by (Farook, Mohamed, 1981).

It consists of 25 statements and divided into positive statements and negative statements.

❖ Scoring system:

The self-awareness inventory scale can be obtained by following these steps:

If the student's answer "does not apply" to the negative terms the researcher gives (1), or if the answer "applies" he gives the student (0)

If the student's answer to the positive words "applies" to him (1), or if the answer "does not apply" the researcher gives him (0)

The total score of the scale can be obtained by adding the correct number of statements and multiplying the total estimate of the raw grades in the number (4)

❖ Scoring system of the scale :

- Low grade 20-40
- Medium grade 40-60
- High grade 60-80

2. Rosenberg self-esteem scale (Appendix III):

It was adopted by Rosenberg scale (1965), It consists of 10 statement (2) positive statement with number (6,9) and 8 positive statement with number (1,2,3,4,5,7,8,10) and it translated by (Ahmed, 2011).

❖ Scoring system:

The scores are collected and the higher the degree, the higher the total score is between 0-40 and the average are 20.

- Strongly agree = 3

- Agree = 2
- Disagree = 1
- Strongly disagree = 0

The total score is 30 and the scoring system is categorized as following:

- 30-21 High self esteem
- 20-15 Moderate self esteem
- 14-5 Low self esteem

• Operational design:

The operational design includes the preparatory phase, pilot study and field work.

A. Preparatory phase:

It includes receiving current, past, local and international related literature and theoretical knowledge of various aspects of the study, using books, articles and internet to develop tools for data collection.

B. Pilot study:

The pilot study was carried out for 10% of the sample to test the applicability of the tools. Then the tools were applied according to the findings of the pilot study.

C. Field Work:

The purpose of the study was simply explained to the students who agreed to participate in the study prior to any data collection.

Data collection of this study was carried out through three months, in a period from the beginning of February, 2018 until end of April 2018. Before starting any step in the study, an official letter was addressed from the faculty of nursing, Ain-Shams University to the directors of the two schools requesting their cooperation and permission to conduct the study. Once an official permissions were obtained from the principal person and the other authorized personnel from the various settings the researcher started the data collection.

All of the authorized personnel provided by the needed information about the study from the researcher. All students who fit in the inclusion criteria were approached by the researcher to fill the questionnaire according to the following steps; the study was conducted during the morning shift from 11:00 am to 1:00 pm. The researcher attended at the two schools and interviewed with each student individually after taking oral consent at teachers' room at the time of break and between lessons three days weekly (Sundays, Tuesdays & Thursdays). Each interview with one student lasted from 20 to 30 minutes, depending on the response of interview.

• Administrative design:

An official approval was obtained from Dean of Faculty of nursing Ain- shams University, a letter containing the title and aim of the study was directed to the director of Abbassia Nursing Secondary School for females and the Director of Nursing Secondary School for males to obtain the approval.

Ethical Consideration:

The ethical research consideration in this study includes the following:

- The researcher was clarified the objectives and aim of the study to students included in the study.
- Anonymity and confidentiality of the data was assured and maintained.
- Students were informed that they are allowed to participate or not in the study and they have the right to withdrawal from the study at any time.
- Informed consent was obtained from every participant in the study after explaining the nature of the study.

Statistical design:

Recorded data were analyzed using the statistical package for social sciences, version 20.0. Quantitative data were

expressed as mean \pm standard deviation (SD).

The following tests were done:

Chi-square (χ^2) test of significance was used in order to compare proportions between two quantitative parameters.

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, p-value >0.05 was considered significant and spearman's rank correlation coefficient (rs) was used to assess the degree of association between two sets of variables if one or both of them was skewed.

Results:

Table (1): This table shows that(59%) of nursing students under the study >17 years with mean \pm sd (17.36 \pm 2.06), (37%) of nursing students have Excellent academic achievement, (97%) of nursing students have never failed in a school year, (48%) of nursing students have (5-6) Family Members, (67%) of nursing students have ≤ 3 rooms in their houses, (45%) of nursing students have(3-4) brothers & sisters, (44%) of nursing students Ordered between brothers as the First, (64%) of nursing students their Father educational level was secondary education , (71%) of nursing students their Mother educational level was secondary education.

Table (2): reveals that the students responses representative in agree answers regarding their self-awareness are (I wish I could change things in myself 96% respectively), (Others are pleased with their presence with me 93% respectively) while others responses representative in disagree answers regarding their self-awareness are (I find it difficult to speak to my colleagues at work 81% respectively) and (My appearance

is not as good as most people 80% respectively).

Table (3): This table reveals that total score (52%) of secondary nursing students had low self-awareness, (30%) of secondary nursing students had medium self-awareness, (18%) of secondary nursing students had high self-awareness regarding public self, social self, parents & home and training area.

Table (4): This table shows that the students responses representative in agree answers regarding their self-esteem are (74% Overall I'm satisfied with myself), (45% I sometimes think I'm good at everything), (48% I feel I have a number of good quality things), (76% I can do good things as most people do), (73% I feel I have nothing much to be ashamed of), (56% I feel that I am a person of value or at least equal to others), (53% I want to have more respect with myself), (44% In general, I tend to feel that I am a failure), while the students responses representative in disagree answers regarding their self-esteem are (46% Of course I feel useless at times), (47% I have a positive attitude towards myself) .

This table shows three levels of self-esteem among the studied secondary nursing students (38%) of nursing students had low self-esteem and medium self-esteem respectively while (24%) of them had high self-esteem.

Table (5): shows the relation between students' demographic characteristics and their level of self-awareness. There were statistically insignificant relation between sex, age, academic achievement, have you ever failed in a school year, ranking of student between his brothers & sisters and monthly income level with p-value (>0.05).

Table (6): shows the relation between students' demographic characteristics and their level of grade regarding total self-esteem scale. There were statistically significant relation between sex, age, and monthly income with p-value (<0.05) and there were statistically insignificant relation between academic achievement, have you ever failed in a school year and ranking of student between his brothers& sisters with p-value (>0.05).

Table (7): shows that, there was a highly significant positive correlation between secondary nursing students' self-awareness and their self-esteem, using Spearman's rank correlation (P-value <0.001).

Table (8): This table shows the relation between students' nursing methodology characteristics and level of self-awareness. The result found that there was a highly statistically significant relation between nursing methodology estimates with p-value (<0.05).

Table (1): Socio-demographic characteristics of secondary nursing students (N=100).

Socio-Demographic Data	No.(%)
Sex	
Female	50
Male	50
Age (years)	
≤17 years	41
>17 years	59
Mean±SD	17.36±2.06
Academic achievement	
Good	35
Very good	28
Excellent	37
Have you ever failed in a school year?	
Yes	3
No	97
Family Members	
3-4	37
5-6	48
>6	15
Number of rooms in the house	
≤3	67
>3	33
Number of brothers & sisters	
≤2	44
3-4	45
5-7	11
Ordered between student's brothers & sisters	
first	44
second	28
Third	19
Fourth	44
Fifth	1
Last	4
Monthly income :-	
Less than or equal to 50 pounds(not enough=inadequate)	9
From 100: 50 g(Enough to some extent)	27
More than 100 g(Enough=adequate)	56
Father educational level	
Illiterate	11
secondary education	64
University education	25
Mother educational level	
Illiterate	13
secondary education	71
University education	16

Table (2): Distribution of self-awareness among nursing students (n=100).

Self-awareness	Disagree No (%)	Agree No (%)
a- Public self		
1) Things do not bother me normally	39	61
3) I wish I could change things in myself	4	96
4) I have no difficulty in making my own decisions	54	46
7) I need a lot of time to get used to new things	41	59
10) I give up easily	59	41
12) It's very hard to stay as I am	41	59
13) All things are mixed up in my life	32	68
15) I do not value myself right	55	45
18) My appearance is not as good as most people	80	20
19) If I have something I want to say I usually say it	50	50
24) I very much want to be someone else	35	65
25) Others cannot depend on me.	71	29
b- Social self:		
5) Others are pleased with their presence with me	7	93
8) I am loved among people of my own age	35	65
14) People follow my thoughts normally	52	48
21) Most people like me more	47	53
c-parents and home:		
6) I quickly get annoyed at home	34	66
9) My family usually takes care of my feelings	28	72
11) My family expects me a lot	41	59
16) I would very much like to leave home	74	26
20) My family understands me	53	47
22) I usually feel as though my family is pushing me to do things	55	45
d-training area		
2) I find it difficult to speak to my colleagues at work	81	19
7) I need a lot of time to get used to new things	41	59
23) I do not usually encourage my work	59	41

Table (3): Total score distribution of self-awareness levels regarding public self, social self, of parents and home, of training area among secondary nursing students. (N=100).

Total score of Self-awareness	Low grade ($\leq 50\%$)		Medium grade ($>50-75\%$)		High grade ($>75\%$)	
	No.	%	No.	%	No.	%
Level of public self	51	45	4			
Level of social self	47	28	25			
Level of parents and home	34	39	27			
Level of training area	32	46	22			
Total	52	30	18			

Table (4): Distribution of self-esteem among nursing students (n=100).

Self-esteem	Disagree	Neutral	Agree
	No. %	No. %	No. %
1) Overall I'm satisfied with myself	16	10	74
2) I sometimes think I'm good at everything	35	20	45
3) I feel I have a number of good quality things	45	7	48
4) I can do good things as most people do	17	7	76
5) I feel I have nothing much to be ashamed of	15	12	73
6) Of course I feel useless at times	46	17	37
7) I feel that I am a person of value or at least equal to others	18	26	56
8) I want to have more respect with myself	44	3	53
9) In general, I tend to feel that I am a failure	32	24	44
10) I have a positive attitude towards myself	47	9	44

Table (5): Total score distribution of self-esteem levels among secondary nursing students (N=100).

Level of total self-esteem scale	No.	%
Low grade ($\leq 50\%$)	38	38.0
Medium grade ($>50-75\%$)	38	38.0
High grade ($>75\%$)	24	24.0
Total	100	100.0

Table (6): Relation between secondary nursing student's self-awareness levels and their socio- demographic characteristics (N=100).

Socio-Demographic Data	Level of self-awareness						Chi-square test	
	Low grade		Medium grade		High grade		x ²	P-value
	No	%	No.	%	No	%		
sex								
Female	24	46.2%	16	53.3%	10	55.6%	0.663	0.718
Male	28	53.8%	14	46.7%	8	44.4%		
Age (years)								
≤ 17 years	20	38.5%	11	36.7%	10	55.6%	1.948	0.378
>17 years	32	61.5%	19	63.3%	8	44.4%		
Academic achievement								
Good	18	34.6%	10	33.3%	7	38.9%		
Very good	17	32.7%	6	20.0%	5	27.8%	2.283	0.684
Excellent	17	32.7%	14	46.7%	6	33.3%		
Have you ever returned in a school year								
Yes	3	5.8%	0	0.0%	0	0.0%	2.855	0.240
No	49	94.2%	30	100.0%	18	100.0%		
Ranking of student between his brothers & sisters								
First	22	42.3%	14	46.7%	8	44.4%		
Second	18	34.6%	6	20.0%	4	22.2%	9.523	0.483
Third	7	13.5%	8	26.7%	4	22.2%		
Fourth	3	5.8%	1	3.3%	0	0.0%		
Fifth	0	0.0%	0	0.0%	1	5.6%		
Last	2	3.8%	1	3.3%	1	5.6%		
Monthly income								
inadequate	7	14.0%	1	4.0%	1	5.9%		
Enough to some extent	17	34.0%	8	32.0%	2	11.8%	6.223	0.183
Adequate	26	52.0%	16	64.0%	14	82.4%		

Table (7): Relation between student's level of grade regarding total self-esteem scale and their socio-demographic characteristics (N=100).

Socio-Demographic Data	Level of total self-esteem scale						Chi-square test	
	Low grade		Medium grade		High grade		x ²	p-value
	No.	%	No.	%	No.	%		
sex								
Female	12	31.6%	25	65.8%	13	54.2%	9.114	0.011*
Male	26	68.4%	13	34.2%	11	45.8%		
Age (years)								
≤17 years	10	26.3%	21	55.3%	10	41.7%	6.587	0.037*
>17 years	28	73.7%	17	44.7%	14	58.3%		
Academic achievement								
Good	13	34.2%	14	36.8%	8	33.3%	1.072	0.899
Very good	9	23.7%	12	31.6%	7	29.2%		
Excellent	16	42.1%	12	31.6%	9	37.5%		
Have you ever returned in a school year								
Yes	0	0.0%	1	2.6%	2	8.3%	3.539	0.170
No	38	100.0%	37	97.4%	22	91.7%		
Ranking of student between his brothers								
First	16	42.1%	19	50.0%	9	37.5%	12.192	0.272
Second	15	39.5%	8	21.1%	5	20.8%		
Third	4	10.5%	8	21.1%	7	29.2%		
Fourth	2	5.3%	2	5.3%	0	0.0%		
Fifth	1	2.6%	1	2.6%	2	8.3%		
Last	0	0.0%	0	0.0%	1	4.2%		
Monthly income								
inadequate	0	0.0%	5	14.3%	4	21.1%	20.885	<0.001**
Enough to some extent	20	52.6%	5	14.3%	2	10.5%		
Adequate	18	47.4%	25	71.4%	13	68.4%		

Table (8): Correlation between study subjects' self-awareness and their self-esteem (n=100).

		Self-esteem
Self-awareness	r	0.623
	p-value	0.000**

(**) highly statistically significant p < 0.001

Table (9): Relation between study subjects' self-awareness levels and their nursing methodology estimates (N=100).

Nursing Methodology Estimates	Total score of Self-awareness						Chi-square test	
	Low Grade (n=52)		Medium grade (n=30)		High grade (n=18)		x ²	p-value
	No.	%	No.	%	No.	%		
Excellence 85% (n=10)	0	0.0%	2	6.7%	8	44.4%	47.311	<0.001**
Very good 75-84% (n=25)	6	11.5%	12	40.0%	7	38.9%		
Good 74-70% (n=35)	23	44.2%	9	30.0%	3	16.7%		
Acceptable 69 - 60% (n=30)	23	44.2%	7	23.3%	0	0.0%		

Discussion

Part 1: Socio-demographic characteristics among study sample:

Regarding demographic characteristics of the studied subjects, shows that more than half of nursing students under the study >17 years, more than one third of nursing students have excellent academic achievement, majority of nursing students have never failed in a school year, nearly half of nursing students have from five to six family members, two thirds of nursing students have ≤ 3 rooms in their houses, nearly half of nursing students have from three to four brothers and sisters and ordered between brothers as the first, more than half of nursing students' monthly income was >100 pounds and their fathers' educational level was secondary education, and their mothers' educational level was secondary education.

Part 2: distribution of self-awareness among nursing students

Regarding self-awareness levels among secondary nursing students, the current study reveals that more than half of secondary nursing students had low self-awareness and less than one third of them had medium self-awareness, 'while less than one fifth of them had high self-awareness regarding "public self, social self, parents & home and training area". These findings may be due to low experience of the nursing students in managing themselves and evaluating their abilities and emotions that can affect their daily activities negatively.

In the same line, Rasheed, (2015) stated that majority of the nursing students have low self-awareness level that hinder their working competences. Also, Saba and Sibel, (2008) reported that the final self-awareness scores of the nursing students in the nursing department according to year were less than one third for the first year, second year, third year, and fourth year students.

Part 3: distribution of self-esteem among nursing students

Regarding distribution of self-esteem levels among nursing students, the current study reveals that more than two thirds of nursing students had low self-esteem and medium self-esteem while less than one quarter of them had high self-esteem. This finding may be due to low self-confidence and unsuitable preparation of nursing students for their professional role.

In the same line, Cha and Sok, (2014) reported that self-esteem of the majority of nurses was at a moderate level. Similarly, Sadoughi and Ebrahimi, (2014) indicated that the majority of nursing students had moderate self-esteem and there was a statistically significant relation between self-esteem of the students and their organizational commitment.

According to the results of a research study in South Korea by Ahn and Choi, (2015) indicated that self-esteem is one of the factors that help nursing students develop clinical skills. A research study of Shrestha, (2013) indicated that high self-esteem in nurses is associated with a more effective use of coping strategies.

Part 4: relation between study sample' self-awareness levels and their socio- demographic characteristics

Regarding the relation between students' demographic characteristics and level of self-awareness, the current study reported that there were statistically insignificant relation between sex, age, academic achievement, have you ever failed in a school year, ranking of student between his brothers and sisters and monthly income level and their level of self-awareness.

It may be due to that self-awareness is a combination of different aspects and each aspect affected with some factors that might affect the other aspects. So, to develop nursing students' self-awareness researchers have to study them from different aspects and determine the needed intervention based on comprehensive bio-psycho-social assessment.

The result of the current study is in agreement with Adrian and Nayak, (2016) who reported that there is no relation between the demographic data of the research participants and their self-awareness. Especially without mindful awareness, projection of the nurse's unacknowledged emotional encumbrances threatens the effectiveness of nurse-client relationship". On the other hand, Abdullah, (2011) reported that there is a significant relation between self-awareness and students' sex and academic achievement.

Part5: the relation between study sample's self-esteem level and their socio-demographic characteristics

Regarding the relation between students' demographic characteristics and their total self-esteem level, the current study revealed that there were statistically significant relation between sex, age and monthly income and their self-esteem level. While there were statistically insignificant relation between academic achievement, have you ever failed in a school year and ranking of student between his brothers& sisters and their self-esteem level.

These findings may be due to male students feel more power than female that affects their self-esteem positively, also self-esteem can increased with advance ages and appears in feeling of autonomy and self-appreciation, moreover, self-esteem can be affected by income level that enhance their appearance and dressing and consequently empower their self-esteem.

The result of the current study is in agreement with Acharya and Chalise, (2015) who reported there was a positive and significant relationship between age and income level and students' self-esteem, so that the higher the nurses' economic level, the higher their self-esteem would be.

Also, Abdullah, (2011) indicated that score-rising on the self-esteem understanding accompany with the score rising of acquisition indicates to the dealing between the Self-esteem understanding and acquisition-score. This sort of dealing is

straight, that's to say, the positive Self-Esteem understanding rises as acquisition score. On contrary, a study done by Lindell and Griffin, (2014) who reported that there is no relation between the demographic characteristics of baccalaureate nursing students and their self-esteem.

Regarding the correlation between nursing students' self-awareness and their self-esteem, the current study revealed that there is a positive significant correlation between nursing students' self-awareness and their self-esteem. This result may be due to that self-awareness is one of the most important factors in building your self-esteem and confidence, so there is a positive correlation between them and each one affects each other's.

In the same line, Sadoughi and Ebrahimi, (2014) indicated that there is a positive and significant correlation between self-awareness and self-esteem variables among nurses. In other words, nurses who have higher self-awareness, have greater self-esteem. Twemlow and Fonagy, (2012) reported that persons having sufficient self-awareness promote relaxation and awareness about themselves that promote their self-esteem. Similarly, the results of a study in Egypt by Abdel Rahim, Shalaby and El-Abd, (2014) indicated that there was positive correlation with highly statistical significant between nursing students' self-awareness level and their level of self-esteem.

A persons' way of self-perception can affect their thoughts and feelings and lead to certain psychological problems. The feeling and thought of being unable to overcome obstacles affects students' self-awareness negatively and leads to a lack of success and consequently decrease their self-esteem (Kenç & Oktay, 2012).

Part (7): Relation between study subjects' self-awareness levels and their nursing methodology estimates.

Regarding the relation between study subjects' self-awareness levels and their nursing methodology estimates, the current study revealed that there was

statistically significant relation between nursing methodology estimates.

These findings may be due to these nursing methodology also enhance self-awareness by drawing students' attention to differences between students' assessment of their own performance and the assessments of their instructors and patients. The current study is in agreement with the study done in Canada by Benbassat, Jochanan, Baumal & Reuben (2005) who reported that there was a positive relationship between nursing methodology and student's self-awareness.

Conclusion

The current study concluded that more than half of studied students have low self-awareness level. More than two thirds of nursing students have medium self-esteem and low self-esteem. There were statistically significant relation between studied samples' monthly income and their public self-awareness. There were statistically significant relations between studied samples' sex, age, monthly income and their self-esteem level. There was a positive significant correlation between secondary nursing students' self-awareness and their self-esteem. There was statistically significant relation between nursing methodology estimates and students' self-awareness.

Recommendations

- There must be training courses for nursing students who deal with psychiatric patients to develop their self-awareness and how to use self as a therapeutic method in their relationship with patients
- The nursing curriculum should incorporate activities that help students in developing self-esteem and confidence which gave the students an opportunity to think more positively about themselves.
- Conduct workshops for nursing students periodically about self-awareness and the impact of this knowledge in social relations with people and their lives in

general in order to make them gain work skills and improve their personalities.

- A further research is needed about self-awareness and its impact on improving the level of nursing performance.

References

- Abdel Rahim S, Shalaby MH and El Abd AH (2014):** Assessment of Nursing Students Self-Awareness Dealing With Psychiatric Patient, *International Journal of Advanced Research*, 2 (2): 705-713.
- Chaves E C, Simão TP, Oliveira LS, de Souza IP, Iunes DH, Nogueira DA(2013):** Assessment of nursing students' self-esteem at a university in the South of Minas Gerais (Brazil), *Invest Educ Enferm*;31(2):261-269
- Duruk A, Kurban NK and Kurban O (2017):** An Example of Nursing Students' Self-Esteem: Does University Education Make a Difference, *International Journal of Caring Sciences*, 10 (3): p1577.
- Edwards D., Burnard - Bennett P. & Hebden U. (2010):** A longitudinal study of stress and self-esteem in student nurses. *Nurse Education Today*, 30:78–84.
- Ghezlbash S, Rahmani F, Peyrovi H, Inanloo M, Shekarchian S (2015):** Comparison of Self-Esteem Among First to Fourth Year Nursing Students From Universities of Medical Sciences in Tehran, *Thrita*; 4(1): 1-10.
- Hanafi SK, El-bilshaMA, and Khater ME (2016):** A Program to Enhance Self-Esteem among Nursing Students in the Faculty of Nursing at Mansoura University, *Egypt, Med. J. Cairo Univ.*, Vol. 84, No. 1, March: 5 7-66.
- Miyamoto R. and Kikuchi Y (2012):** Sex Differences of Brain Activity in the Conflicts Based on Implicit Self-Esteem. *Tokyo Metropolitan University, Tokyo, Japan*. Available at: www.plosone.org,
- Rasheed S P (2015):** Self-Awareness as a Therapeutic Tool for Nurse/Client

- Relationship, International Journal of Caring Sciences, 8 (1):212-220.
- Sasat S, Burnard P, Edwards D (2015):** Self-esteem and student nurses: A cross-cultural study of nursing students in Thailand and the UK with , Nursing Health Science, 4 (1-2): 9-14,
- Shiela W, Malathy K, Premila S. (1993):**Menstrual and gynecological disorders in 500 school girls in Madras City. J Obstet Gynaecol India. ; 43:940–5.
- Sinha B Bachracharya R, Pandey S, Manoj S and Kushwaha p (2017):** emotional intelligence among undergraduate students, International Journal of Scientific and Research Publications, 7, (12): 622-629. available at :www.ijsrp.org.
- Valizadeh L, Zamanzadehv, Gargari RB, Ghahramanian A, Tabrizi FJ and KeoghB (2016):** stated that, in study about, Self-esteem challenges of nursing students: an integrative review, Res Dev Med Educ, 5(1):5-11.