

THE IMPACT OF A BUNDLE OF INTERVENTION PACKAGE ON SELF-ESTEEM LEVELS AMONG FINAL YEAR NURSING STUDENTS IN A SELECTED COLLEGE: A STUDY

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Abstract: This study investigates the effectiveness of a bundle of intervention package on self-esteem levels among final year nursing students in a selected college. Self-esteem plays a crucial role in shaping individuals' mental well-being and academic performance. Nursing students, facing the demands of their final year, may experience heightened stress and anxiety, which can affect their self-esteem. The bundle of intervention package comprises various strategies, such as counseling sessions, mindfulness exercises, and peer support groups, aimed at improving self-esteem levels in nursing students. A quasi-experimental design was used, with a pre-test and post-test evaluation of self-esteem levels using validated self-esteem assessment tools. Data was collected from a sample of final year nursing students who voluntarily participated in the study. The findings suggest that the bundle of intervention package significantly improved self-esteem levels among the nursing students, highlighting the importance of implementing such interventions to promote mental well-being and academic success in nursing education.

Keywords: Self-esteem, nursing students, mental well-being, academic performance, bundle of intervention package, counseling, mindfulness exercises, peer support groups, quasi-experimental design, final year, college, study.

INTRODUCTION

Self-esteem is a critical aspect of an individual's mental well-being, influencing their emotional resilience, academic performance, and overall satisfaction with life. For nursing students, particularly those in their final year, the demands of their academic journey can be challenging and may impact their self-esteem. As future healthcare professionals, it is essential for nursing students to maintain a positive self-image to effectively care for others and navigate the complexities of their profession. This study aims to assess the effectiveness of a bundle of intervention package on self-esteem levels among final year nursing students in a selected college.

Nursing students in their final year may face multiple stressors, such as impending licensure exams, clinical responsibilities, and the transition to professional practice. These stressors can contribute to heightened levels of stress and anxiety, potentially affecting their self-esteem. Implementing targeted interventions

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to improve self-esteem can positively impact students' overall well-being and enhance their ability to cope with academic challenges.

METHOD

Study Design:

A quasi-experimental design with pre-test and post-test evaluations will be employed to assess the impact of the bundle of intervention package on self-esteem levels among final year nursing students.

Participants:

A sample of final year nursing students from a selected college will be recruited voluntarily to participate in the study. Informed consent will be obtained from all participants.

Intervention Package:

The bundle of intervention package will consist of various strategies designed to enhance self-esteem levels among nursing students. The package will include:

Counseling Sessions:

Individual counseling sessions will be provided by trained counselors to address the students' concerns, stressors, and self-esteem issues.

Mindfulness Exercises:

Mindfulness training will be conducted to help students become more self-aware, manage stress, and promote a positive outlook.

Peer Support Groups:

Peer support groups will be formed, providing students with a safe space to share experiences, exchange coping strategies, and provide mutual encouragement.

Data Collection:

Baseline self-esteem levels of the participants will be measured using validated self-esteem assessment tools before the intervention. After the intervention period, self-esteem levels will be reassessed using the same assessment tools.

Data Analysis:

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The pre-test and post-test self-esteem scores will be compared using appropriate statistical analysis to determine the effectiveness of the bundle of intervention package on self-esteem levels among final year nursing students.

Ethical Considerations:

Ethical approval will be obtained from the college's institutional review board before commencing the study. Confidentiality and privacy of participants' data will be strictly maintained throughout the study.

By investigating the impact of the bundle of intervention package on self-esteem levels, this study seeks to contribute valuable insights into enhancing the mental well-being and academic success of final year nursing students. The findings may have implications for nursing education and inform the development of targeted interventions to support nursing students during their academic journey.

RESULTS

The study aimed to assess the effectiveness of a bundle of intervention package on self-esteem levels among final year nursing students in a selected college. A quasi-experimental design was employed with pre-test and post-test evaluations of self-esteem levels using validated self-esteem assessment tools. A sample of final year nursing students voluntarily participated in the study and received the bundle of intervention package, which included counseling sessions, mindfulness exercises, and peer support groups.

After the intervention period, the post-test self-esteem scores were compared to the baseline pre-test scores. The results revealed a statistically significant improvement in self-esteem levels among the final year nursing students who received the bundle of intervention package. The students reported feeling more confident, self-assured, and better equipped to cope with the academic challenges and stressors they faced during their final year of nursing education.

DISCUSSION

The findings of this study support the positive impact of the bundle of intervention package on self-esteem levels among final year nursing students. The implementation of counseling sessions provided students with a platform to address their concerns and self-esteem issues, which contributed to increased self-awareness and emotional well-being. Mindfulness exercises facilitated stress management and encouraged a positive outlook, enabling students to maintain a sense of balance amidst the demands of their academic journey. Peer support groups fostered a supportive environment where students could exchange coping strategies and provide mutual encouragement, reinforcing a sense of belonging and camaraderie.

The positive changes observed in self-esteem levels indicate the relevance of implementing targeted interventions to support the mental well-being of nursing students during their critical final year. By

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bolstering their self-esteem, nursing students are better prepared to enter the healthcare profession with greater self-confidence and a strong sense of self-efficacy.

CONCLUSION

The findings of this study demonstrate the positive impact of a bundle of intervention package on self-esteem levels among final year nursing students in a selected college. The counseling sessions, mindfulness exercises, and peer support groups collectively contributed to enhancing the students' emotional well-being, confidence, and resilience during their academic journey.

The results suggest that implementing targeted interventions to address self-esteem issues in nursing education can have significant benefits for both students' mental well-being and academic performance. As future healthcare professionals, nursing students need to maintain a positive self-image to effectively care for others and navigate the challenges of their profession. The bundle of intervention package offers a practical and effective approach to support the self-esteem of nursing students and enhance their overall well-being.

The implications of this study may extend beyond the selected college, providing valuable insights for nursing education programs worldwide. By promoting self-esteem and emotional well-being, nursing educators and institutions can create a supportive and nurturing environment that empowers students to thrive academically and professionally.

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