

Effect of Bullying Prevention Program on Nursing Students' Self - Esteem and Satisfaction

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Abstract

Bullying in higher education is a growing problem which nursing students often witness and/or facing incidents of bullying within their faculty and clinical setting. The aim of this study was to assess nursing students' self- esteem and satisfaction with bullying prevention program. Materials and Methods: A cross-sectional study was conducted in faculty of nursing Zagazig University. The sample included 81 nursing students in the fourth academic year, A Two tools were utilized 1) Self-esteem scale 2) Nursing student satisfaction scale. Results: The mean score of nursing students' self-esteem increased throughout program phases (45.4 ± 10.4 , 60.7 ± 9.03 , and 61.3 ± 7.73), with a highly statistically significant difference in their self-esteem in both pre-post, and pre-follow up phases of the program ($p=0.001$, & $p=0.001$ respectively). Also, the mean score of nursing students' satisfaction increased throughout program phases (36.8 ± 16.7 , 84.2 ± 15.7 , and 89.4 ± 5.6), with a highly statistically significant difference in their satisfaction in both pre-post, and pre-follow up phases of the program ($p=0.000$, & $p=0.000$ respectively). Conclusion: Nursing students satisfaction and self-esteem is higher after program implementation and after three months of program implementation than before bullying prevention program with a highly statistically significant difference throughout program phases. There is a need for introducing bullying prevention training at the fundamental level of all academic year in nursing courses.

Keywords: Bulling, Prevention, Self-esteem, Satisfaction.

1. Introduction

Nursing students usually a subject to bullying behaviors either in the classroom or in the clinical setting during their education. Bullying is defined as aggressive behavior towards another person, and repeated over time (Courtney-Pratt et al., 2018). The causes of bullying behaviors may be individual differences; specifically, the power imbalance among students, physical inequality among students, and psychological imbalance (Cao, 2022). Moreover, it related to their personality characteristics, various social contexts, and cultural differences (Fu et al. 2019).

The effect of bullying not only includes the perpetrator and the victim, it negatively impacts those who witness bullying as well as the broader faculty climate (Gordon, 2018). The prevention of bullying is a priority in fostering healthy learning environments, promote collective problem-solving among students and faculty members, reduce aggressive behaviors, and positively modify learning climates. (Gordon, 2018).

Self-esteem is defined as the overall subjective evaluation of oneself, either positive or negative, and mixed thoughts or feelings about one's own self

(Banstola, Ogino & Inoue, 2020). Also, it emphasizes the overall evaluation of one's value, and is related to affective traits. The components of self-esteem are high self-esteem; is a belief that one is "good enough", and low self-esteem; is demonstrated with higher depression, social isolation, suicide, and delinquency, experienced increased perceived stress and used avoidance as a means of coping (Dancot et al., 2021 and Emovon, 2021).

Nursing students' satisfaction is a dynamic process that involve interactions between the students, faculty members, the teaching and learning environment. Many factors had impact on students' satisfaction includes the curriculum which it is a large part in their nursing program, the climate of faculty, student-faculty relationship, friendships, teaching-learning process, social networks, and classroom level factors, such as preparedness and preparation for class, such as class size. (Astor & Benbenishty, 2019, and Hicks, 2020). Satisfaction is important to student success, as students who are more highly satisfied are more likely to be motivated, having a sense of belonging at their faculty and having a belief that they are receiving a quality education (Keetch, 2021).

Significance of the study

Bullying has invaded nursing education for
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decades and has been on the increase, it is noted to be a worldwide epidemic. The study carried out in USA by Sharma (2019) who founded that 34.8% of nursing students were bullied occasional (now and then or monthly), and 25.3% of nursing students were frequently bullied (weekly or daily). In addition, Vitale (2020) who conducted a study in Walden University in the United States reported that more than half of nursing students had experienced bullying behaviors. Nursing students experienced to bullying behaviors most commonly in the classroom and in the clinic environment during their education. Widespread bullying can negatively affect nursing students' educational life, damage their faculty, work success, and the quality of the education, academic satisfaction and self-esteem.

Aim of the study

Assess nursing students' self-esteem and satisfaction with bullying prevention program on through:

1. Assess nursing students' self-esteem, and satisfaction before program implementation.
2. Assess nursing students' self-esteem, and satisfaction immediately after program implementation, and three months after the program.

2. Subjects and Methods

Research Design

Cross-sectional design

Setting

Faculty of nursing Zagazig University.

Subjects:

The fourth-year nursing students from the academic year 2022 – 2023, who agreed to participate in the study and attend bullying prevention program in their faculty and the required sample size was consisted of 81 nursing students.

Tools of data collection

I: Self-esteem scale: It was developed by Gaber (2012) and modified by researcher to assess nursing students' self-esteem. It consisted of two parts:

Part I: Personal characteristics data.

Part II: Self-esteem scale.

II: Nursing student satisfaction scale (NSSS): It was developed by Chen et al., (2012); and modified by researcher, to assess nursing students' satisfaction with nursing program. It was used for students before and after program implementation.

Validity & Reliability

The tools of data collection were tested for their content and face validity sheet by a jury of five experts at the faculty of nursing at Zagazig University. The reliability of tools was tested by author using Cronbach's alpha: Self-esteem scale = 0.89; Nursing student satisfaction scale = 0.99.

Pilot study

A pilot study was carried out with 10% of the study sample (9) nursing students to test the tools feasibility, understandability and to estimate the time consumed for filling in the forms.

Administrative Design

Official permissions were obtained from the dean of the Faculty of Nursing, Zagazig University to conduct the study.

Ethical Considerations

The study was approved by the Ethics research Committee at the Faculty of Nursing; Zagazig University. Oral and written consent were taken from subjects and reassured them about confidentiality and anonymity of the study, their right to refuse or withdraw from the study at any time.

IV. Statistical Design

Data entry and statistical analysis were performed using computer software, the (SPSS), version 20. Suitable descriptive statistics were used. paired test was used to compare between paired variable of normally distributed. The chi – square test was used to detect the relation between the quantitative variables, correlation coefficient (r) test was used to estimate the close association between variables. P-values which were less than 0.05, 0.001 were considered as statistically significant and highly significant respectively.

3. Results

Table 1: shows personal characteristics of nursing students. It is clear that the majority of students were in the age group 21 years old (77.8%), The highest percentages were female (71.6%). As regards bullying experience by nursing students, about half of nursing students had been bullied; only once or twice (50.6%). More than half of them saw another student being bullied; very frequently (61.7%). And the highest percentages of them didn't bully another person (95.1%).

Table 2: demonstrates the mean scores of nursing students' self-esteem throughout the program phases. The mean score of nursing students' self-esteem in the study group increased throughout program phases (45.4 ± 10.4 , 60.7 ± 9.03 , and 61.3 ± 7.73), with a highly statistically significant difference in their self-esteem in both pre-post, and pre-follow up phases of the program ($p=0.001$, & $p=0.001$ respectively).

Table 3: Demonstrates mean score of nursing students' satisfaction with nursing program throughout the program phases. The current table shows mean score of nursing students' satisfaction in the study group increased throughout program phases (36.8 ± 16.7 , 84.2 ± 15.7 , and 89.4 ± 5.6), with a highly statistically significant difference in their satisfaction in both pre-post, and pre-follow up phases of the program ($p=0.000$, & $p=0.000$ respectively).

Table 1: personal characteristics of nursing students. (n=81)				
Items	Personal characteristics of nursing students (n=81)		χ^2	p-value
	No	%		
Age in years			1.6	0.21
≤ 21	63	77.8		
>21	18	22.2		
Mean ±SD	21.3±0.52			
Gender			0.12	0.73
Male	23	28.4		
Female	58	71.6		
Have you ever been bullied?			0.041	0.98
Never	22	27.2		
Only once or twice	41	50.6		
Very frequently	18	22.2		
Have you ever seen another student being bullied?			0.07	0.97
Never	17	21.0		
Only once or twice	14	17.3		
Very frequently	50	61.7		
Have you ever bullied another person?			3.6	0.16
Never	77	95.1		
Only once or twice	4	4.9		
Very frequently	0	0.0		

Table2: The mean score of nursing students' self-esteem throughout the program phases (n=81)				
Items	Time	Mean score of nursing students' self-esteem	P-Value	
			Pre-post	Pre-follow
Positive personality	Pre	19.2±5.9	0.0001*	0.0001*
	Post	23.3±2.3		
	Follow up	23.9±2.1		
Negative personality	Pre	9.7±2.1	0.0001*	0.0001*
	Post	15.9± 4.2		
	Follow up	15.9± 4.2		
Social personality	Pre	16.5± 2.5	0.0001*	0.0001*
	Post	20.7 ± 2.4		
	Follow up	21.6 ± 1.8		
Total nursing students' self-esteem	Pre	45.4±10.4	0.0001*	0.0001*
	Post	60.7±9.03		
	Follow up	61.3±7.73		

Table 3: The mean score of nursing students' satisfaction with nursing program throughout the program phases (n=81)				
Items	Time	Mean score of nursing students' satisfaction	P-Value	
			Pre-post	Pre-follow
Nursing curriculum and teaching	Pre	27.2±7.2	0.0001*	0.0001*
	Post	38.6±7.2		
	Follow up	38.7±7.1		
Faculty environment	Pre	24.3 ± 7.2	0.0001*	0.0001*
	Post	30.9± 5.6		
	Follow up	35.8± 4.2		
Professional social Interaction	Pre	12.4± 4.5	0.0001*	0.0001*
	Post	14.8 ± 3.5		
	Follow up	15.0 ± 3.3		
Total nursing students' satisfaction	Pre	36.8±16.7	0.000*	0.000*
	Post	84.2±15.7		
	Follow up	89.4± 5.6		

4. Discussion

The findings of the present study revealed that mean score of nursing students' self-esteem in the study group increased throughout program phases with a highly statistically significant difference in their self-esteem in both pre-post, and pre-follow up phases

of the program. This may be due to nursing students before program have insufficient technical experience, knowledge, social and communication skills that could have effect on their self-esteem and adaptation to different social situations. On the other hand, implementing bullying situations by nursing students by using general skills as; problem solving skill, stress management skill, conflict management,

and assertiveness skill, which in turn improved their self-esteem. This finding agreed with a study carried out by Sanner-Stiehr (2018), in USA, to determine the impact of a cognitive rehearsal intervention on nursing students' self-esteem to respond effectively to disruptive behaviors and reported that interventions increase self-esteem of nursing students to respond to disruptive behaviors immediately after program and sustained effects up to three months later. Additionally, Yani et al., (2023) carried out a study in Indonesia to determine the effect of counseling group towards self-esteem at victim bullying students, and revealed that students' self-esteem increases significantly after being given counseling group treatment.

The findings of the present study revealed that mean score of nursing students' satisfaction increased throughout program phases with a highly statistically significant difference in their satisfaction in both pre-post, and pre-follow up phases of the program. This may be due to a faculty in which student feels safe, comfortable and engaged with the community will probably show lower rates of bullying, the students who received the intervention in this study exhibited significant improvements in general satisfaction with the nursing program, as a significant increase of engagement feelings, and cooperation between students. It is likely that the bullying prevention program could promote a better faculty climate characterized by the promotion of better college connectedness, the sense of belonging, attachment, and bonding, a faculty climate in which students receive positive social support from their peers and faculty members increases their academic satisfaction and engagement and could reduce their risk of violent behaviors, such as bullying.

This finding agreed with Cascales et al. (2019), who carried out a study in university of Alicante, Spain, to evaluate the effectiveness of the peer-tutoring program, an intervention based in the reduction of bullying and cyberbullying, and in the improvement of school climate. They revealed that peer-tutoring program was effective in improving satisfaction. [10] Additionally, this finding agreed with Aebersold and Schoville (2020), who carried out a study in Midwestern academic school of nursing, USA, to understand the student's awareness of bullying and to increase their knowledge of bullying behavior and strategies to use when it occurs, they reported that the program was effective in improving satisfaction of nursing about their learning environment.

5. Conclusion

In the light of the main study findings, it can be concluded that nursing students' satisfaction and self-esteem is higher after bullying program implementation and after three months of program implementation than before bullying prevention program with a highly statistically significant difference throughout program phases.

6. Recommendations

1. Conducting training program for assistant

teaching staff about bullying prevention.

2. Introducing bullying prevention training at the fundamental level of all academic year in nursing courses.

3. For further research, replication the study with a larger sample size of nursing students to provide more generalizability of the research results to other faculties of nursing.

4. Apply bullying prevention training program for intern nurse students with evaluation and feedback.

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