

Examination of Self-Respect In Nurses

¹Elif IŞIK, ²Yalçın KANBAY, ³Özgür ASLAN

¹Assistant Instructor, ArtvinÇoruh University Health College // Turkey

²Assistant Professor, ArtvinÇoruh University Health College // Turkey

³Assistant Instructor, ArtvinÇoruh University Health College // Turkey

Abstract

Objective: This study was done to examine self-respect in nurses

Material and Method: This study was carried out with 254 nurses who were working in health institutions. Data of the study was collected with face-to-face method using "Sociodemographics Attributes Questionnaire Form" and "Rosenberg Self-Respect Scale by researchers. Number, percent, average, variance analysis, t test, kruskallwallis test were used in SPSS 17.0 program in evaluating the data.

Findings: Age average of the sample is 34.7 ± 0.6 . Self-Respect point averages of the individuals who are older or younger than the average age differ. Self-respect point average of married individuals is 1.615 ± 0.048 and the singles' is 1.592 ± 0.092 point. The difference is not meaningful between the groups whose points are high school graduates' 1.676 ± 0.084 , associate degree graduates' 1.663 ± 0.070 , bachelor or upper graduates' 1.494 . Vocational experience average of nurses was determined 12 ± 0.3 years. Self-respect does not show meaningful difference according to vocational experience. Self-respect point average of nurses is 1.570 ± 0.028 in services, 1.612 ± 0.025 in family practice, and 1.695 ± 0.020 in other units. Self-respect point average of nurses who feel themselves as satisfactory is 1.585 ± 0.046 point, and who do not feel themselves as satisfactory is 1.682 ± 0.097 . When we examine the situation of finding themselves suitable for the job, the difference is meaningless although there is point difference between groups. Self-respect point average of nurses who are happy in their working environment is 1.614 ± 0.056 , self-respect point average of nurses who are partly happy in their working environment is 1.566 ± 0.071 , and self-respect point average of nurses who are not happy in their working environment is 1.731 ± 0.052 point. Self-respect point average of nurses who want to quit job is 1.639 ± 0.070 , self-respect point average of nurses who are indecisive is 1.634 ± 0.081 , self-respect point average of nurses who do not want to quit job 1.548 ± 0.067 point; however there is no meaningful difference.

Result: It is seen that self-respect point average of nurses does not change according to variables such as nurse's age, marital status, education, working year and environment, feeling themselves as suitable for the job, being happy in working environment, thinking about quitting the job.

Keywords: Nurses, Self-Respect

I. Introduction

Self-concept has been one of the most spoken topics in recent years. Ego tells how a person senses and understands him/her and how a person assesses himself or herself. Ego and Self-respect are different elements contently; however they are similar concepts (Tözün 2010). Ego concept includes individual's sense, manner, beliefs about himself or herself, continues life-long in consisting process and develops as individuals know himself or herself (Altunay, Öz 2006). Self-respect is an appreciation situation that is born after individual's self-concept, which is gained after individuals evaluate himself or herself, is approved, and self-respect is a concept which tells whether a person see himself or herself as valuable or how much valuable (Tözün 2010). The period when the individual start to know himself or herself and when self concept develop is thought as youth period. Youth period, in broad sense, includes 12-25 ages and one of the most nasty and changeable period of human life. Individual in this period are both in fast-growing period and also recognize individual, social and universal values and try to create an identity (Yavuzer 2000). For this reason, many studies about self respect and self-concept of the youth were done on young people. (Kahriman 2005; Erbil and friends. 2006; Karadağ and friends.2007; Dinçer, Öztunç 2009; Razi and friends. 2009; Şener and friends. 2011; Torun and friends. 2012; Ünver and friends. 2014). Young people who study nursery is includes to this study. Development of self-respect of young people who study nursery has become an important factor to learn the job and to contribute to job (Altunay, Öz 2006). Nursery is job that gives nonstop health service. Nurses who profess this job are mostly alone in sudden decision and in points where critical approaches are needed. It is known that individuals who knows and accepts himself or herself as he or she is are more sensitive, tolerant and free in their relations, also they find life more meaningful and they accept other people more comfortable (Şener and friends. 2011). According to Hills, it is reported that self-concept is a tool on the development of nursery job in ten years (Altunay, Öz 2006). Members who constitute nursery job need to have these features to provide more qualified service to society. For this reason, it is a need for nurses to adapt, recognize and accept

themselves with different ways. So it is believed that nurses will give more active service in protecting and developing society's health and making the life more meaningful (Altunay, Öz 2006; Özkan, Özen 2008; Şener and friends. 2011).

II. Method

Objective of the Researcher: this study was done to evaluate self-respect of the nurses.

Type of the study: Study was planned as descriptive

The place and time of the study: This study was carried out in health institutions that were in service in Artvin/Turkey

Universe and Sample: Nurses who were working in hospitals and family practices in Artvin city and its districts were included into study. 254 nurses created the sample.

Collection of data: Data of the study was collected with face to face meeting method in March 2015 by researchers.

Data Collection Tools: "Sociodemographic Attributes Question Form" and "Rosenberg Self-respect Scale" was used in data collection of the study

Sociodemographic Attributes Question Form: it is a form prepared by researchers to investigate demographic attributes of students.

Rosenberg Self-respect Scale: there are 6 items in self-respect scale and totally 10 questions. Positive and negative items were sorted successively. There is a special answer to each question to get points. There are three questions in Item 1, if two questions which point can be got are marked to, one point is acquired (2/3 true=1 point). There are two questions in Item II and IV. One point is acquired if an answer which point can be got is marked (1/2 true=1 point). All questions in Item III, IV are one point. Subjects get points between 0-6 according to evaluation system in scale. Answer key is used to evaluate sub-branches in continuation of self concept, trusting in people, sensitiveness to criticism, depressive feelings, fancifulness, psychometric signs, feeling threat in human relations, the degree of attending the debates, mother-father interest, and relation with father and psychological isolation. One point is given to every right answer. Self-respect is evaluated as high (0-1 point), medium (2-4 point) and low (5-6 point) in comparison that was done with digital measuring. (Öner 1997).

Evaluation of Data: Number, percent, average, variance analysis, t test and kruskallwallis were one in SPSS 17.0 to evaluate data.

Ethical Way of the Research: Before starting this study, written permission from ArtvinÇoruh University Ethic Council (ArtvinÇoruh University Ethic Council, session 2015/1, decree no: 2) was taken and notam was taken from participants after they were informed.

III. Findings

Chart 1. The difference between self-respect point average points according to some demographic variances

Variance	Sub-variance	n	%	Average	Standard Error	Relevance
Age	34.7 age and bel.	123	48.4	1.610	0.063	t:-.011
	34.7 age and abv	131	51.6	1.611	0.057	p>0.05
Marital Status	Married	205	80.7	1.615	0.048	t:.213
	Single	49	19.3	1.592	0.092	p>0.05
Graduation	High School	74	29.1	1.676	0.084	F:1.926
	Asc. Degree	95	37.4	1.663	0.070	p>0.05
	Bachelor and up.	85	33.5	1.494	0.066	

%48.4 of the sample who has 34.7 ± 0.6 average is below this average, %51.6 has an age above this average. Self-respect point average of group who has an average below this age is 1.610 ± 0.063 , point average of group who has an average above this age is 1.611 ± 0.057 point, and self-respect point average does not show differences according to age groups. ($p > 0.05$). Sample consists of %80.7 married and %19.3 single individuals. Self-respect point average of married individuals is 1.615 ± 0.048 , singles' is 1.592 ± 0.092 and there is no meaningful differences between married and single individuals ($p > 0.05$). When sample of education is examined, self-respect point average of high school graduates is (1.676 ± 0.084), associate degree graduates is (1.663 ± 0.070), bachelor and upper graduates is (1.494 ± 0.066) from top to bottom, and the difference is meaningful between groups ($p > 0.05$).

Chart 2. Difference between self-respect point averages according to some vocational variances

Variance	Sub-variance	n	%	Average	Standard Error	Relevance
Working Year	12 year and belo	136	53.5	1.610	0.062	t:0.001
	12 year and abo	118	46.5	1.610	0.057	p>0.05
Working Unit	Service	128	50.4	1.570	0.028	F:0.692
	Family Practice	67	26.4	1.612	0.025	p>0.05
	other	59	23.2	1.695	0.020	

Feeling Satisf.in job	Yes	188	74.0	1.585	0.046	t:-.902
	No	66	26.0	1.682	0.097	p>0.05
Vocational Suitability	Yes	162	63.8	1.611	0.048	KW:1.206
	Partly	74	29.1	1.649	0.095	
	No	18	7.1	1.444	0.121	p>0.05
Pleasure about environment	Yes	145	57.1	1.614	0.056	KW:.619
	Partly	83	32.7	1.566	0.071	
	No	26	10.2	1.731	0.052	p>0.05
Will to Quit Job	Yes	108	42.5	1.639	0.070	F:0.475
	Indecisive	71	28.0	1.634	0.081	
	No	75	29.5	1.548	0.067	p>0.05

Vocational experience average of nurses who constitutes this sample is determined 12 ± 0.3 ages. Self-respect point average of nurses who has 12 and below experience is (1.610 ± 0.062) , point average of nurses who has 12 and below experience is (1.610 ± 0.057) and there is no meaningful difference between two points. When we have a look at self-respect of nurses according to units where nurses work, services are 1.570 ± 0.028 point, family service is 1.612 ± 0.025 point and other units are 1.695 ± 0.020 from top to bottom. There is no meaningful difference between groups ($p>0.05$). Self-respect point average of nurses who feel themselves satisfactory for the job is 1.585 ± 0.046 point, Self-respect point average of nurses who do not feel themselves satisfactory for the job is 1.682 ± 0.097 point, the difference is not meaningful statistically ($p>0.05$). Self-respect point average of nurses who feel themselves suitable for the job is 1.611 ± 0.048 , 1.566 ± 0.071 points for nurses who feel partly suitable for the job, 1.731 ± 0.052 points for nurses who does not see themselves suitable for the job. Although there are point differences, this difference is meaningless ($p>0.05$). When we have a look at nurses' pleasure in their working environment, nurses' self respect point average of nurses who are happy in their environment is 1.614 ± 0.056 , 1.566 ± 0.071 point for partly happy individuals, 1.731 ± 0.052 point for unhappy individuals. There are no meaningful difference between groups with regards to self-respect ($p>0.05$). Self-respect point average of nurses who want to quit job is 1.639 ± 0.070 , 1.634 ± 0.081 for indecisive individuals, 1.548 ± 0.067 for the ones who want to quit job. However there is no meaningful difference between groups ($p>0.05$).

IV. Discussion

This study was done to determine self-respect level of nurses. As it is mentioned in Chart 1, age average of nurses who attended this study is 34.7 ± 0.6 . No meaningful difference was found between self-respect points of individuals who were above and below the average. Sample consists of %80.7 married and %19.3 single individuals. Self-respect point average of married individuals is 1.615 ± 0.048 , singles' is 1.592 ± 0.092 points, and there is meaningful difference between married and single individuals with respect to self-respect. In this study, it is seen that although there is no meaningful difference between self-respect and age and marital status statistically, correlation of nurses' age and marital status and self-respect (Erbil, Bostan 2004). When education situation is examined, self-respect point average of high school graduates is (1.676 ± 0.084) , associate degree graduates' (1.663 ± 0.070) , bachelor and upper graduates' (1.494 ± 0.066) from top to bottom and differences between groups is not meaningful. This is not an expected result. It is expected that the more education level increase, the more self-respect average increase. It is thought that higher education life prepares an environment for individuals for increasing their self-respect (Karadağ and Fri. 2008).

In this study, when criteria's such as working years of nurses in the job, working unit, feeling satisfactory to job, vocational suitability, pleasure about environment, will to quit job as shown in chart 2 are examined, differences are not meaningful although there are differences with respect to self-respect point averages. No difference was found statically with respect to working year and vocational choice in other studies which were done about nurses and self-respect. Also it was stressed in the same study that self-respect of the ones who were happy in their job was higher (Erbil, Bostan 2004). However this data is not in the same direction with this study.

V. Results And Suggestions

According to findings of this study, it is seen that self-respect point average of nurses does not change according to variables such as nurse's age, marital status, education, working year and environment, feeling themselves as suitable for the job, being happy in working environment, thinking about quitting the job.

In the direction of these results, the factors that affect self-respect of nurses were examined and descriptive and experimental studies were suggested.

References

- [1]. Altunay, A., Öz, F. (2006). Hemşirelik Yüksekokulu Öğrencilerinin Benlik Kavramı. Hemşirelik Yüksekokulu dergisi, 46-59.
- [2]. Dinçer, F., Öztunç, G. (2009). Hemşirelik Ve Ebelik Öğrencilerinin Benlik Saygısı Ve Atılganlık Düzeyleri. Sağlık Bilimleri Fakültesi Hemşirelik Dergisi, 22-33.
- [3]. Erbil, N., Bostan, Ö. (2004). Ebe Ve Hemşirelerde İş Doyumu, Benlik Saygısı Ve Etkileyen Faktörler. Atatürk Üniversitesi. Hemşirelik Yüksekokulu Dergisi, Cilt: 7, Sayı: 3: 56-66.
- [4]. Erbil, N., Divan, Z., Önder, P. (2006). Ergenlerin Benlik Saygısına Ailelerinin Tutum Ve Davranışlarının Etkisi. Aile ve Toplum Eğitim-Kültür ve Araştırma Dergisi. 8 (3): 7-15. ISSN: 1303-0256.
- [5]. Kahrıman, İ. (2005). Karadeniz Teknik Üniversitesi Trabzon Sağlık Yüksekokulu Öğrencilerinin Benlik Saygıları Ve Atılganlık Düzeylerinin Bazı Değişkenler Açısından İncelenmesi. Cumhuriyet Üniversitesi. Hemşirelik Yüksekokulu Dergisi, 9 (1): 24-32.
- [6]. Karadağ, G., Güner, İ., Çuhadar, D., Uçan, Ö. (2008). Gaziantep Üniversitesi Sağlık Yüksekokulu Hemşirelik Öğrencilerinin Benlik Saygıları. Fırat Sağlık Hizmetleri Dergisi, 3:29-42.
- [7]. Öner, N. (1997) Türkiye’de Kullanılan Psikolojik Testler, 3. Basım, Boğaziçi Üniversitesi Yayınları, İstanbul.
- [8]. Özkan A. İ., Özen, A. (2008). Öğrenci Hemşirelerde Boyun Eğici Davranışlar Ve Benlik Saygısı Arasındaki İlişki. TSK Koruyucu Hekimlik Bülteni, 2008: 7 (1): 53-58.
- [9]. Razi Sala. G., Kuzu, A., Yıldız, A.N., Ocakçı, A.F., Arifoğlu Çamkuşu, B. (2009). Çalışan Gençlerde Benlik Saygısı, İletişim Becerileri Ve Stresle Baş Etme. TAF PrevMedBull; 8(1):17-26.
- [10]. Şener Konuk, D., Karaca, A., Açıköz, F., Süzer, F. (2011). Hemşirelik Eğitimi Mesleki Benlik Saygısını Değiştirir Mi? Düzce Üniversitesi Sağlık Bilimleri Enstitüsü Dergisi; 1(3): 12-16. ISSN: 2146-443X.
- [11]. Torun, S., Arslan, S., Nazik, E., Akbaş, M., Yalçın, Ö. S. (2012). Hemşirelik Öğrencilerinin Benlik Saygısı Ve Boyun Eğici Davranışlarının İncelenmesi. Cumhuriyet Tıp Dergisi; 34: 399-404.
- [12]. Tözün, M. (2010). Benlik Saygısı. Geniş Açık, ActualMedicine, S:52-57. Eskişehir. Erişim adresi: <http://docplayer.biz.tr/6636280-Genis-aci-benlik-saygisi-uzm-dr-mustafa-tozun-eskisehir-odun-pazari-toplum-sagligi-merkezi.html> Erişim Tarihi: 03.02.2016.
- [13]. Ünver, Ş., Çavuşoğlu, G., İslamoğlu, İ. (2014). Spor Bilimleri Ve İlahiyat Fakültesi Öğrencilerinin Benlik Saygısı Ve Psikosomatik Belirtilerinin Karşılaştırılması. International Journal Of Science Culture And Sport. 261-270: Special Issue 2. ISSN: 2148-1148 Doi: 10.14486/IJSCS198.
- [14]. Yavuzer, H. (2000). Çocuk Psikolojisi, İstanbul: Remzi Kitabevi 19. Basım, İstanbul.