Research Article

LEVEL OF SELF ESTEEM IN MEDICAL STUDENTS ACCORDING TO THEIR EDUCATIONAL YEAR, GENDER AND SOCIO ECONOMIC STATUS

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ARTICLE INFO

ABSTRACT

The purpose of the study is to explore the level of self esteem among medical students along with their educational year, gender and socio economic status. To achieve this purpose data was collected of medical students from Liaquat Medical University Hospital Jamshoro Sindh. In Pakistan medical profession has been well developed but students are facing pressure of studies which may affect their self esteem. The age range these students was 18-28 (21.47) and total sample size was 240. all included students were from first- fourth year. They belong to middle and higher socio economic status. Hypothesis generated were students having self esteem might be having higer stress and those having higher self esteem might have low self esteem. The scales used for the stud were Rosenberg self esteem and perceived stress scale along with detailed demographic of students. Descriptive statistics along with cross tabulation were applied through Statistical Package for Social Sciences (SPSS, V.20). Ethical procedure of research was followed by researcher. Results indicated that students having normal self esteem had highest stress rate (82) 34% while those having low self esteem were rating in (35) 14% which indicated that self esteem may not always affecting level of stress but it is the situation which might be affecting the self esteem and stress. This is indicated by the further results which showed that students in different educational year are having different level of stress according to their work load. Other demographics will also be discussed in further detailed results and discussion.

INTRODUCTION

Background

The effect of any unpleasant occasion is impacted by how we adapt to it. Adapting relates to the considerations, sentiments, or practices that are utilized to oversee push (Schneider, Gruman, & Coutts, 2012). Self-regard, or the measure of significant worth we put on ourselves, is a part of our self- idea that can impact how we adapt to upsetting circumstances (Rogers, 1959; Taylor, 2012). High self-regard has been appeared to be a valuable asset for adapting to push. One study taken a gander at understudies who were going to take an exam at school, and found that the understudies with high self-regard were less inclined to react to push by getting steamed (Shimizu & Pelham, 2004). Another study, led by Seeman and partners in 1995, observed that high self-regard is identified with lower levels of HPA hub action in the mind. This is noteworthy in light of the fact that over- actuation of the HPA

pivot can in the long run harm its working and prompt to diseases (Seeman *et al*., 1995).

The move from secondary school to college is the significant life change. However entering in the college might be the wellspring of strain and intense push (Gall, Evans & Bellerose 2000). Scholarly requests increments and new relations created (Tao *et al*). The present study analyzed the joint impacts of push, social support, and self-regard on acclimation to college. To begin with year college understudies were surveyed amid the to start with semester and again 10 weeks after the fact, amid the second semester of the scholastic year.

The Study on which this article is based was concerned with perceived stress of junior medical students and its relationship to the personality and performance of the students. Medical school is a high stress environment (Bloom, 1971). The third year in most schools is one of intense clinical activity and has been shown to be more stressful than the other three years (Edwards and Zimet, 1976 & Huenbner and Royer, 1981).

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During the junior year, students may for the first time confront life and death issues take responsibility for patients and shift from a classroom to an experiential model of learning. They may also face concerns about career choices and their adequacy in meeting the demands of profession. A stress free medical school environment is not possible or even desirable; some stress is needed for learning (Funkenstien, 1968). In this study, stressors are defined as the events, problems or pressures that potentially produce stress. Stress result from the attempt to meet these demands and may be facilitating or debilitating.

METHODOLOGY

Participants and Procedure

A sample of 240 medical students were included he age range these students was 18-28 (21.47) and total sample size was 240. all included students were from first- fourth year. They belong to middle and higher socio economic status. The sample of students was taken from Liaquat medical Hospital Jamshoro. Each participant was

Measures

Demographic Sheet

A demographic form attached on the top other material. The demographic information which will be needed for the study include: Age, Gender, Socio economic status, Marital status etc.

Perceived Stress Scale

This scale was developed by Sheldon Cohen & colleagues in 1983. It measures the level of stress of an individual. It is used to assess the stress of situations, the effectiveness of stress-reducing interventions, and the extent to which there are associations between psychological stress and psychiatric and physical disorders.

Rosenberg self-esteem scale

The Rosenberg self-esteem scales (RSES), developed by sociologist Dr. Morris Rosenberg (1965,) is a self-esteem measure widely used in social-science research. It is a ten-item with items answered on a four-point scale - from strongly agree to strongly disagree. Five of the items have positively worded statements and five have negatively worded ones. The scale measures state self-esteem by asking the respondents to reflect on their current feelings. The Rosenberg self-esteem scale is considered a reliable and valid quantitative tool for self-esteem assessment.

Statistical Analysis

The data was manually scored and then it was analyzed on statistical package for social sciences (SPSS, V.20).

RESULTS

Table1 Self Esteem & Gender

		Gender		Total
		Male	female	
Self Esteem	low	24	35	59
	normal	63	113	176
	High	0	5	5
Total		87	153	240

Table#01 indicates that that female were found to be high on self esteem (5) 2% as compare to male (0) 0%. There was also the greater percentage of female falling in normal self esteem range (113) 47% as compare to male (63) 26%.

Table 2 Self Esteem Range Educational Year Crosstabulation

		Educational year				Total
		Second year	Third year	fourth year	final year	
Self-esteem	low	10	19	20	10	59
	normal	15	49	76	36	176
	High	0	0	3	2	5
Total		25	68	99	48	240

Table indicates that there is highest range of normal self esteem in fourth year students (76)31% as compare to other years.

Table 3 Self Esteem Range Socio Economic Status

		SES			Total
		Low	Middle	High	
Self Esteem	low	0	59	0	59
	normal	7	168	1	176
	High	0	5	0	5
Total		7	232	1	240

This table indicates that there the there is highest percentage of middle socio economic Status group falling in normal range of self esteem (168) 70% as compare to other groups, they were also found be more on high self esteem (5)2% while other fall on 0%.

Table4 Self Esteem and Stress

		Stress				Total
		No Stress	Low Stress	Average Stress	high stress	
Self_ Esteem Range	Low	0	2	22	35	59
	Normal	0	17	72	82	171
	High	2	5	1	2	10
Total		2	24	95	119	240

The table indicates that students falling in high stress were falling in normal range of self esteem (82)34%.

DISCUSSION

When we talk about stress and self esteem, they both play an important role in our lives specially working in a pressurized environment. In the present study it was seen that gender is an important factor in differentiating in level of self esteem. It was seen that female were falling in high and normal range of self esteem. In our results we have seen that middle socioeconomic group is also having normal self esteem. Students who are in fourth year also having normal self esteem as compare to lower years. The transition from high school to university is the major life change. However entering in the university may be the source of strain and acute stress (Gall, Evans & Bellerose 2000). We have also seen that students having high stress were also having normal self esteem. Academic demands increases and new relations developed (Tao et al). It is concluded that majority of students with different demographics were falling in normal range of self esteem. However not much literature has been found on demographic variables specially in Pakistan. There is need to work on this area a lot in which health professions can analyze and indentify different mental health issues in medical students with different demographic variables

including age, gender, socio economic status and educational year.

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