

Research Article

The relationship between critical thinking and self-esteem of nurses in emergency departments of hospitals affiliated to kerman university of medical sciences in 1393

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ABSTRACT

This is correlational descriptive study that the number of 121 nurses working in emergency affiliated with the University of Medical Sciences were studied by census method, the total of 108 completed questionnaires were returned. The instruments included demographic characteristics questionnaire, California critical thinking and the Rosenberg self-esteem. The collected data were entered into SPSS software with version 20, and using descriptive statistic methods, correlation analysis was performed. The obtained results showed that the mean score of nurse's critical thinking had been 13/25 and at low level. The average score of nurse's self-esteem has been 15/17 and at low level. Also there is no significant and positive relationship between mean score of nurses' critical thinking and self-esteem ($0/001 < P$). It can be concluded that there is no significant relationship between nurse's critical thinking and self-esteem. So it is recommended that needed training for nurses on how to strengthen critical thinking and self-esteem in-service courses, and strategies be taken for the possibility of participate all the nurses in these training courses.

Key words: critical thinking, self-esteem, nurses

INTRODUCTION

Nurses working in hospital emergency rooms are as first people aware of medical issues that are present at patient bedside and they provide basic services that have essential importance because it provided faster than any other advanced emergency medical care, and it can mean the difference between life and death of patient (Schottke. 93: 2006). These nurses due to time

constraints in the critical condition of the patient, relatives expectations and fear of incompetence in saving the lives of dying patients, decision-making in critical situations and factors related to human resources, provide conditions for the establishment of tension in them (Kalani, 19: 1389). Critical thinking is a regular rational process for conceptualizing, applying, analyzing,

synthesizing, and expert assessment data from observation, experience, reflection arguments (65: 2008, .Graven et al). Critical thinking is the ability to identify the problem, its cause and make decisions regarding the selection of possible solutions (Ghezelbash, 25: 1389). Critical thinking is the ability to achieve reasonable observation-based results (Qing et al., 600: 2010). People with critical thinking have features of receptivity to new ideas, creativity, being analytical, courage, passion, relentlessly, risk-taking, observation and thinking (Amir Pour., 144: 1391). Critical thinking is included skills and desires. Skills are cognitive aspects and desires are emotional aspects of critical thinking (Facione et al., 201: 1994). Among the essential factors for the development of critical thinking, are independence and self-sufficient (Islami, 15: 1382).

Based on the results of the study, (Cohen, 63: 2007) people who have critical thinking have features which can increase their personal and social self-esteem; including continuous efforts to develop, which can affect a person's self-esteem, and it leads to absence of prejudice in judgments, person's awareness and consciousness about his/her strengths and weaknesses (Cohen., 63: 2007).

Self-esteem is related to person's feel toward confirm and valuable to himself/herself which is one of the most fundamental factors of favorable personality development of person. Having a strong determination and self-esteem, is related to decision-making, initiative, creativity and innovation (Ahmadi, 16: 1393). Critical thinking requires an attentive personality with decision-making power that is characteristic of self-esteem (Barkhordari, 12: 1388). The amount of person's self-esteem affects all levels of his/her life including thinking, feeling, and action. (Ali pour, 25: 1382).

Today nurses in the field of health care encountered with increasingly complex issues and problems who need to critical thinking to

make decisions about them. Because critical thinking increase clinical decision making power of nurse in helping to identify the patient's needs and best practices and nursing procedures (Ranjbar, 45: 1385). Yearly hundreds of thousands of patients around the world due to errors resulting of the medical team that are preventable suffered the irreparable consequences that its origin can be lack of proper thinking power in stressful situations (450: 2004Jenkins et al.,). Suppression of independent and thinking power of anxiety in unfamiliar situations, and increased treatment team, and...., and ultimately tragic of care without thinking and harm to human health and associated risks to society are the negative consequences of the lack of critical thinking (Hassan pour, 26: 1385).

Critical thinking is very valuable and important in clinical and clinical conditions, so that clinical decision-making requires appropriate applied knowledge of clinical, and data collection skills, and knowledge of strategy determination to solve effectively the problem of patient (96: 2007Myrick et al.,). When the nurse thinking critical faster and easier finds the patient problem, and can make rational decisions that are appropriate for specific clients. Decisions regarding patient care are the important roles of nurses, and critical thinking can help the nurse to make the right decision (Ebadi, 12: 1391).

Barkhordari and colleagues (15: 1388) in their study stated most of the students of nursing (81/8 percent) have poor critical thinking, and 73/5 of nursing students have medium self-esteem, also the results indicate that there is a significant relationship between critical thinking disposition and self-esteem.

In the Miri's research (1393) showed that nursing student have higher self-esteem than the average (mean 99/2 of 120), and there was a significant inverse relationship between critical thinking and self-esteem. Raoofi and colleagues studies (25: 1393) have shown that teaching critical thinking

is not affected to increase nursing students' self-esteem.

Nursing is one of the stressful jobs in the communities, and with regard to the role of self-esteem and critical thinking as a moderator of stress, people with high self-esteem and critical thinking in stressful situations, have higher self-valuable feeling, so this feeling like a buffer will be protected them from the harmful effects of stress. Nurses who have high self-esteem, feel more confident about their skills, and this confidence will cause effectively countering them with challenging situations. Critical thinking in the nurse education and practice as a core skill is required to development of the nursing profession. Because of the emphasis on the need for this skill in nursing is rapid changes in the field of health care and the complexity of the current system which obliges nurses to cope with it and expand his/her role to think critically. The importance of critical thinking is that the America National Institute of nursing considered it as a mandatory criterion for graduating nursing schools. In Iran also cultivate this way of thinking as one of the educational goals is included in the nursing plan. Due to the importance of this issue and the fact that in our country has been little research done in this area, and in the city of Kerman on nurses in hospital emergency has been no research done in the this regard, this study aimed to determine the relationship between critical thinking and self-esteem in the these nurses was conducted in 1393.

Research method

The research is descriptive research in which correlation method is used. The population consisted of all nurses in the emergency department affiliated to Kerman University of Medical Sciences, that 121 people were studied by the census method that the number of 108 completed questionnaires was returned. Two questionnaires were used to collect data.

California Critical Thinking questionnaire

Form B: The questionnaire contains 34 questions. By this test analysis a total of six points with five scale of analysis, evaluation, inference and inductive and deductive reasoning are obtained. The total score is between 0 and 34 that based on the obtained scores, critical thinking can be divided into high and low level. Thus score of 16 and above indicates strong critical thinking and the score below 16 indicates poor critical thinking. Mehrinejad (65: 1386) is also standardized questionnaire in Iran and has stated its reliability and validity is appropriate.

Rosenberg self-esteem questionnaire: includes 10 items that in which the overall picture of positive or negative attitude about the person is specified. Each question based on a scale of four options of strongly agree, agree, disagree, strongly disagree is scored. Scores of this scale from 0 to 3 are arranged and score 30 is the highest possible score. Scores above 25 indicate high self-esteem, between 15 and 25 represent medium self-esteem and less than 15 indicate low self-esteem. Cronbach's alpha coefficient was calculated 0/74 for this questionnaire, and its validity is listed inappropriately (Rajabi, 1386)

The collected data were entered into the software SPSS version 20, and analysis using descriptive statistics (frequency, percentage, mean and standard deviation) and analysis statistic was performed. The Pearson correlation coefficient was used for analysis.

The findings

Table 1. Absolute and relative frequency distribution of individual characteristics of emergency room nurses in hospitals of Kerman University of Medical Sciences in 1393

Number and percentage		Individual characteristics	
Percentage	Number		
52/8	57	20 -30	Age to the year
39/8	43	31 -40	
7/4	8	41-50	
100/0	108	Total	
83/3	90	Female	Gender

16/7	18	Male	
100	108	Total	
31/5	34	Single	marital status
68/5	74	Married	
100/0	108	Total	
94/4	102	BA	Education Level
5/6	6	MA	
100	108	Total	
46/3	50	1 to 5 years	Years of service
31/5	34	6 to 10 years	
17/6	19	11 to 15 years	
4/6	5	More than 15 years	
100/0	108	Total	
79/6	86	1 to 5 years	Experience in emergency
16/7	18	6 to 10 years	
3/7	4	More than 10 years	
100/0	108	Total	
15/7	17	Plan	Employment Status
36/1	39	Contractual	
38/0	41	Adaptive	
10/2	11	Official	
100/0	108	Total	

According to the above table more nurses in emergency departments were women between the ages 20 to 30 years.

Also majority of the studied nurses were married (74 people, 68/5%), and had a bachelor's degree (102 people, 94/4%) and has a history of serving 1 to 5 years (50 people, 46/3%) and 86 people (79/6 percent) had a history of 1 to 5 years in the emergency department. In terms of employment status, most of the studied nurses (38%) were contracted.

Table 2 the mean score of critical thinking and self-esteem of nurses in emergency of hospitals affiliated to Kerman University of Medical Sciences in 1393

Frequency distribution				Variables
Standard deviation	The average	the most	the fewest	
2/71	15/17	24	5	self esteem

5/78	13/25	34	2	Critical thinking
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Table 3 absolute and relative frequency distribution of critical thinking of emergency department nurses affiliated to Kerman University of Medical Sciences in 1393

Percentage	Frequency	critical thinking level
73/1	79	Weak
26/9	29	Strong
100	108	Total

The above table shows that 73.1 percent of nurses had poor critical thinking and 26.9 percent had strong critical thinking.

Table 4. Absolute and relative frequency distribution of nurse's self-esteem in hospital emergency affiliated to Kerman University of Medical Sciences in 1393

Percent	Frequency	Self-esteem level
32/4	35	Low
67/6	73	Medium
.	0	High
100	108	Total

The above table results show the 67/6 percent of patients had medium self-esteem and 4/32% of patients had low self-esteem, the self-esteem score of none of them was at a high level.

Research hypothesis: there is relationship between nurse's critical thinking and self-esteem in emergency of hospitals affiliated to Kerman University of Medical Sciences in 1393.

Table 5. The relationship between critical thinking and self-esteem of nurses in hospital emergency affiliated to Kerman University of Medical Sciences in 1393

Test type	Self-esteem	Variable
Pearson correlation coefficient	r=0/08 P = /36	Critical thinking

The table shows that there is no relationship between critical thinking and self-esteem of nurses in hospital emergency affiliated Kerman University of Medical Sciences (P =0/36).

DISCUSSION AND CONCLUSION

Due to the data analysis, the mean and standard deviation of the areas of questionnaire, show

critical thinking in Emergency department nurses of Kerman University of Medical Sciences, nurses have critical thinking lower than the average (mean 13/25) so that according to the results in Table 3, 73.1% of nurses had weak critical thinking. These results are consistent with findings of Barkhordari and colleagues (15: 1388) in their study stated that the majority of nursing students (81/8 percent) have weak think critically. One of the reasons of poor critical thinking among nurses is administrative and educational system in our country because in the educational system critical thinking and constructive criticism is not taught formally and learning system is memory-based, on the other hand in the country's administrative system majority of the people know criticism as destroying, and resist against it and show negative reactions, accordingly, the nurses in our society has a poor critical thinking, and they cannot easily criticize others (Movahedian et al., 1392).

Due to the data analysis, the mean and standard deviation, show self-esteem in nurses in the emergency department of Kerman University of Medical Sciences, according to the results, self-esteem score of nurses is medium with the average of (15/17 of 30 with a standard deviation 2/71) so that as shown in Table 4, 67/6 percent of the nurses have average self-esteem. These results with the study findings of Barkhordari and colleagues (15: 1388) revealed that 73/5% of nursing students have medium self-esteem and it is consistent with Miri's study (1393) that suggests that nursing student have higher self-esteem than the average (mean 99/2 of 120).

Due to the data analysis, shows the relationship between critical thinking and self-esteem of nurses in Kerman University of Medical Sciences, according to the results, there is no significant relationship between critical thinking and self-esteem. It can be concluded that self-esteem of nurses in Kerman University of Medical Sciences will not be affected by their

critical thinking. These results are consistent with findings of Raofi and colleagues (25: 1393) so that he showed that critical thinking teaching is not affected increase nursing students' self-esteem. But these results with the findings of Cohen (99: 2007) revealed that people with critical thinking have social features that can enhance their social and personal self-esteem, also in Miri's study (1393) showed that there is significant negative relationship between critical thinking and self-esteem, as well as the results of Barkhordari and colleagues (15: 1388) suggests that there is a significant relationship between critical thinking disposition and self-esteem, so we can say that there is inconsistency between the results of studies on the relationship between critical thinking and self-esteem of nurses, this shows that further research is necessary. It can be said about the survey results that self-esteem of nurses stem from other factors, such as personality traits, social anxiety, psychological characteristics, etc. and critical thinking has no crucial role In the self-esteem of nurses, but it considered as a factor in strengthening assertiveness, also in this context we can say that critical thinking raised from problem-solving ability and new creative ideas, and one who has these characteristics may be has higher or lower level of self-esteem (Yarmuhamad Zadeh, 84: 1389).

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