

Psychological Wellbeing Among Nursing Students

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Abstract

Introduction: The term childhood is nonspecific and can imply a varied range of years in human development. As far as development and biology are concerned. It is a transitional period that requires special attention and protection. Adolescence is one of those vulnerable groups that has a lot of issues. [1,2]. They tend to feel overly emotional (blame it on hormones). Just about anything and everything can make them happy, excited, crazy or angry. Overwhelming emotions can result in impulsive behaviour that can be harmful to your child as well as others. [2,3].

Objectives: Assess the level of psychological wellbeing among nursing students and associate the level of psychological wellbeing with selected demographic variables.

Methodology: Total of 300 students was included in this study. 2nd, 3rd, 4th year B.SC and Diploma Internship and 3rd year nursing students were the samples. A purposive sampling technique was adopted for the study .Psychological Wellbeing was measured by using Ryff's Psychological Well-being Scale.

Results: 82.7 % of students belong to the age group of 18-20, 97.3% were unmarried and 74.3% were living with both the parents. The data reveals that 59.7% had high psychological well-being and 39.7% had average psychological well-being and 0.6% had very high psychological well-being. There was statistically significant association between the name of the course, living with parents, health status of the parents and health status of the students at $p < .05$.

Conclusions: The nurse educator should take a lead role in teaching complementary health therapies among nursing students to promote psychological well-being[6,7]. The addition of practical intervention of complementary therapies in the nursing curriculum will help the nursing students to know about these therapies, utilize for themselves and in patient care services [5].

Key words: Psychological well being, adolescence, complementary therapies, Autonomy

INTRODUCTION

Childhood is the period between birth and adolescence. The stages for child development are Neonate, Infancy, Toddler, Preschooler, School age and Adolescent .WHO defines Adolescence as the period in human growth and development that occurs after childhood and before

adulthood, from ages 10 to 19. It represents one of the crucial life-span transitions and is characterized by a phenomenal pace of growth and change, which is second only to that of infancy[1.2]. Biological processes result in many aspects of that growth and development, with the onset of puberty marking the transition from childhood to adolescence. [8].

Adolescence has many problems during their period. The patterns of behaviour that are established during this process, such as drug and non drug use and sexual risk taking or protection, can have long-lasting positive and negative effects on future health and well-being. Issues of independence, identity, sexuality and relationships define this phase of development. [4,9].

According to Burris, Bechting, Salman,&Carlsn,2009, Well-being is a dynamic concept that incorporates subjective, social and psychological dimensions as well as health-related behaviours. Psychological well-being refers to the simple concept of well-being, happiness, benefits, interests, usefulness and quality of life of an individual.. Psychological well-being is beneficial for teens to live a healthy life; which makes it an important part of their life in college years. Academic life can often be chaotic and fraught with psychological stress [10.12].

The Psychological well-being of nursing students is a vital component within the training and development of future nurses. During clinical training, also as after graduation, nursing students and nurses add a good sort of setting that present them with various levels of challenges to supply good patient care. [13]

STATEMENT

A study to assess the psychological wellbeing among nursing students at Sri Ramachandra College of Nursing

OBJECTIVES

- Assess the level of psychological wellbeing among nursing students
- Associate the level of psychological wellbeing with selected demographic variables

METHODOLOGY

Descriptive research design was used to assess the Psychological Wellbeing. Setting: The glorious past of Sri Ramachandra College of Nursing is the framework that navigates nursing education and research focusing on quality patient care. Sri Ramachandra College of Nursing is located in an exclusive three level building with the entire infrastructure required to learn the broad spectrum of nursing education. The college offers a four year undergraduate course Bsc Nursing (basic) each batch 100 students, two year B.Sc Nursing (post basic) course each batch 60 students, two years post graduate degree MSC Nursing course each batch 30 students and Diploma nursing offers three and half years each batch 50 students. Populations:The target study

population for the study was the nursing students of Sri Ramachandra College of nursing, Sri Ramachandra University, Porur, Chennai - 116 .Samples: The subject included for the study were Student studying in 2nd, 3rd, 4th year B.SC and Diploma Internship and 3rd year students. Sample size:300. A purposive sampling technique was adopted for the study. Ethical permission was obtained from the university ethical committee.

Sampling criteria

Inclusion Criteria

Students who are

Understand Tamil and English

Both male and female

Willing to participate

Within the Age limit of 17-21years

Exclusion Criteria

Students who are

Not available on the Data Collection period

Description of the Instrument

Demographic variable consists of age, sex, economic background, area of residency, no of friends, duration of leisure time. Ryff's Psychological Well-being Scale: Questionnaires consist of 42 questions. Each item was assessed by using a 6 point Likert scale, ranging from 1 (strongly disagree) to 6 (strongly agree). It has 6 components- Autonomy, Environmental Mastery, Personal growth, Positive relation, Purpose in life, Self-acceptance. Each components has 7 questions

RESULTS

Table1. Frequency and Percentage of Nursing Students according to their demographic variables (N=300)

S. No.	Demographic variables	Frequency	Percentage
1.	Age(in years)		
	18-20	248	82.7
	21-23	45	15.0
	> 23	7	2.3

2.	Gender Male Female	39 261	13.0 87
3.	Name of the course i. B.Sc. nursing 2 nd year 3 rd year 4 th year ii. Diploma nursing 2 nd year 3 rd year	98 81 37 28 56	32.7 27.1 12.3 9.3 18.7
4.	Hobbies Watching TV Listening music Reading books Sports	107 136 29 28	35.7 45.3 9.7 9.3
5.	No. of friends 2-3 3-5 >5	82 64 154	27.3 21.3 51.4
6.	Marital Status Single Married	292 8	97.3 2.7
7.	Area of residency Urban Rural	187 113	62.3 37.7
8.	Place of staying Hostel Day scholar	198 102	66.0 34.0
9.	Living with Single parent Both the parents Guardian	71 223 6	23.7 74.3 2.0
10.	Parental Education Illiterate Primary Secondary Graduation/ post graduation	16 82 108 94	5.3 27.3 36.0 31.4
11.	Health status of parents Physically challenged	10	3.3

	Chronic illness	210	7.0
	Healthy	269	89.7
12.	Health status of students		
	Acute illness	17	5.7
	Healthy	283	94.3

Table 2. Mean And Standard deviation of Psychological Well-Being among Nursing Students. (N=300)

Domains	Mean	Standard Deviation
Autonomy	25.18	4.693
Environmental mastery	25.96	4.214
Personal growth	26.23	4.672
Positive relations	27.15	4.530
Purpose in life	26.50	4.391
Self-acceptance	27.35	4.644
Over all Psychological Well-Being	158.37	16.345

Table 2 reveals that with regard to the psychological well-being, self-acceptance had the highest mean of 27.35 with standard deviation of 4.644 and autonomy had the lowest mean of 25.15 with standard deviation of 4.693. The mean of the total psychological well-being was 158.37 with standard deviation of 16.345.

Table 3: Frequency and percentage distribution on level of Psychological Well-Being among Nursing Students(N=300)

Scoring	Frequency	Percentage
Very low	-	-
Low	-	-
Average	119	39.7
High	179	59.7
Very high	2	0.6

Table 3. The data reveals that 59.7% had high psychological well-being and 39.7% had average psychological well-being and 0.6% had very high psychological well-being

Association: There was statistical significant association between the psychological well-being and the name of the course, living with, health status of the parents and health status of the students at $p < .05$, $p < .001$.

DISCUSSION

The level of psychological well-being among nursing students (Table 3) revealed that 59.7% had high psychological well-being and 39.7% had average psychological well-being and 0.6% had very high psychological well-being.

A study conducted by Katja Joronen (2005) to assess the intensity of adolescent subjective well-being in schools of Noida at Uttar Pradesh. The sample size was 245 adolescents. Ryff's psychological well-being scale was adopted for this study. The result revealed that 83% of participants with high levels of well-being interpreted life events and words more positive than 35% of participants with low levels of well-being.

The psychological well-being among nursing students were found to have statistically significant association between the name of the course, living with, health status of the parents and health status of the students at $p < .05$ and $p < .001$.

A study conducted by Carol D. Ryff and Corey Lee M. Keyes (2008) on structure of psychological well-being in the University of Wisconsin graduates. A total sample size was 1,108 were 59% female and 41% are males. Ryff's psychological well-being scale was used for this study. Preliminary analysis indicates that the 18 items continue to meet psychometric criteria with each item correlating strongly. The six sub scales were self-acceptance, positive relations, environmental mastery, personal growth, autonomy, purpose in life. The findings revealed that positive correlation with self- and environmental mastery ($p < .001$). All correlation coefficients are statistically significant acceptance at $p > 0.5$ level [14,15]

CONCLUSIONS

The nurse educator should take a lead role in teaching complementary health therapies among nursing students to promote psychological well-being. The addition of practical intervention of complementary therapies in the nursing curriculum will help the nursing students to know about these therapies, utilize for themselves and in patient care services [15].

AUTHORS CONTRIBUTION STATEMENT

Ms. P. Vijayasamundeeswari conceptualized the data with regards to this work.

Conflicts of interest

Conflicts of interest declared none

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