



PSYCHOLOGICAL WELL-BEING AMONG NURSING FRESHMEN

Nursing

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ABSTRACT

Psychological well-being is the magnitude of subjective experience of positive emotions and feelings of happiness. Current study aimed to assess the PWB of B.Sc nursing 1st year students and to find out the association between PWB with selected demographic variables. Equal (50%) number of samples had moderate and adequate PWB. There was no significant association with PWB and selected demographic variables.

KEYWORDS:

Psychological well-being

INTRODUCTION

Psychological well-being (PWB) is the combination of subjective experience of feeling good and effective functioning. The positive and negative experiences are a part of life. Positive emotional experiences effectuates positive cognitions, positive behaviors, and increased cognitive capability and which consecutively enhance positive emotions. PWB is compromised when negative emotions are extreme or occurring over an extended period of time and interferes with an individual's ability to function in their daily life. The ability to manage the negative or painful emotional experiences are essential for lasting PWB (Felicia, 2009).

PWB is the magnitude of subjective experience of positive emotions and feelings of happiness. PWB has six dimensions: Self-acceptance, Positive interpersonal relations, Autonomy, Environmental mastery, Purpose in life and Personal growth. Self acceptance deals with positive evaluations of oneself. Positive interpersonal relations implies close, warm relationships with others. Autonomy is self-determination. Environmental mastery is expressed by a sense of effectiveness in mastering circumstances and challenges. Purpose in life is exhibited as a sense of meaning that gives one's life a sense of direction and purpose. Personal growth entail improvement and growth.

Several mental illnesses begin in adolescence which often is unrecognized, undiagnosed and untreated. Adolescent girls have higher prevalence than adolescent boys of psychological disorders like depression, stress and anxiety which in-turn influences their health status and successes. College life can be chaotic and with psychological stress due stress related to transition from childhood to adulthood, financial setbacks, and other stressors as perceived by the individual student. Stressors encountered by college students can result in concentration difficulty, fatigue, eating disorders, anxiety, and other psychiatric illnesses affecting their educational tasks. (Burriss, Brechting, Carlson, & Salsman, 2009).

The college is the most stressful time in an individual's life with more emphasis among the freshmen. Freshmen are often stressful since this period encompasses the transition from childhood to adulthood. Fiscal dues is a concern for the pupil (Bewick, Koutsopoulou, Miles, Slaa, & Barkmam, 2010). High levels of outstanding payment and poor budgeting practices negatively influence personal well-being. Stressors can cause concentration difficulty, poor academic performance, impacts academic learning quality, damaged credit history, fatigue, eating disorders, anxiety, health problems, other psychiatric illnesses and college drop out (Burriss, Brechting, Carlson, & Salsman, 2009). Stress and stressors interacting with the freshman

can off track them leading to decline in PWB.

OBJECTIVES:

- To assess the PWB of B.Sc nursing 1st year students.
- To find out the association between PWB of B.Sc nursing 1st year students with selected demographic variables.

METHODS

Non experimental quantitative descriptive design was used. The study was conducted at selected college of nursing, Tamil Nadu, India among B Sc. Nursing 1st year students. A Convenience sampling techniques was used to select the samples. Total population was 100. Ten samples were excluded due to incomplete answering techniques. The final sample size was 90.

Demographic data and Psychological Well-being Inventory were utilized. The psychological well-being inventory is a standard tool consisting of 18 items and consist of series of statements reflecting the six areas of PWB autonomy, environment mastery, personal growth, positive relation with other, purpose in life and self acceptance. Respondents rate statements on a scale of 1 to 6, with 1 indicating strong disagreement and 6 indicating strong agreement. The items 4, 5, 6, 7, 10, 14, 15 & 16 were reversed scored. The sum total of the scores indicates PWB.

RESULT AND DISCUSSION

Table: I Degree of PWB

N=90

S.No	Characteristics	PWB			
		Moderate		Adequate	
		No	%	No	%
1	Age in year				
	17	13	29	10	22
	18	28	62	23	51
	19	4	9	11	24
	20	0	0	1	2
2	Gender				
	Male	15	33	16	36
	Female	30	67	29	64
3	Education of the father				
	No formal education	10	22	10	22
	Primary school	11	24	13	29
	High school	15	33	15	33
	Graduation	9	20	7	16

4	Education of the mother				
	No formal education	7	16	9	20
	Primary school	12	27	16	36
	High school	15	33	16	36
	Graduation	11	24	4	9
5	Occupation of the father				
	Private employee	13	29	11	24
	Government employee	2	4	7	16
	Self employee	16	36	16	36
	Others	14	31	11	24
6	Occupation of the mother				
	Private employee	6	13	10	22
	Government employee	2	4	5	11
	Self employee	5	11	5	11
	Others	32	71	25	56
7	Reason for joining nursing				
	Out of my own interest	22	49	30	67
	Parents	22	49	13	29
	Peer Pressure	1	2	2	4
8	Family income				
	10,000	15	33	19	42
	20,000	10	22	11	24
	30,000	15	33	8	18
	>30,000	5	11	7	16
9	Medium of instruction				
	Tamil	18	40	15	33
	English	27	60	30	67
10	Residence				
	Outside Hostel	0	0	1	2
	Inside Hostel	19	42	24	53
	Day Scholar	26	58	20	44
11	Previous Hostel				
	Yes	11	24	8	18
	No	34	76	37	82
12	Degree of PWB				
		45	50	45	50

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Majority of the samples were 18 years old (56.7%), females (66%), fathers and mothers had high school education (33% and 34% respectively), fathers were self-employed (36%), mothers were home makers (63%), joined nursing by their own interest (58%), family income less than Rs. 10,000/- (38%), had schooling in English (63%), were day scholars (51%) and were new to the hostel life (56.8). Equal (50%) number of samples had moderate and adequate PWB.

Table II Six dimensions of PWB

N=90

S.No	Six dimensions of PWB	Inadequate		Moderate		Adequate	
		No	%	No	%	No	%
1	Autonomy	5	6	58	64.4	27	30
2	Environmental mastery	0	0	57	63.3	33	36.7
3	Purpose in life	0	0	42	47	48	53.3
4	Self-acceptance	0	0	29	32.2	61	68
5	Personal growth	1	1	64	71	25	27
6	Positive relations with others	3	3.3	48	53.3	39	43.3

Minority of the samples had inadequate level in autonomy (6%), personal growth (1) and positive relations with others (3.3%). Majority of the samples had moderate level in autonomy (64.4%), environmental mastery (63.3%), personal growth (71%) and positive relations with others (53.3%). Majority of the samples had adequate level in purpose in life (53.3%) and self-acceptance (68%). There was no significant association with PWB and selected demographic variables.

CONCLUSION

Positive social support is vital in stress management. College students especially the freshmen require support from family, friends and academic staff in the college institutions leading to the foremost outcome enabling in successful completion of their studies as well as in the shift from being a pupil into a member of the workforce (Bewick, Koutsopoulou, Miles, Slaa & Barkham, 2010). PWB is influenced by age, gender, financial well-being and support from family and friends (Melissa & Priscilla, 2015). PWB is affected by their age, gender, financial well-being, and the support they receive from family and friends.