

# A Study to Assess the Academic Stress and its Effects on Psychological Well-Being of Undergraduate Nursing Students in Selected Nursing Colleges of Assam

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**Abstract:** A descriptive study to assess the academic stress and its effects on psychological well-being of undergraduate nursing student in selected nursing colleges of Assam was carried out. The objectives of the study were to assess the level of academic stress of B. Sc Nursing 1st year students in selected nursing colleges of Assam, assess the level of psychological well-being of B. Sc Nursing 1st year students in selected nursing colleges of Assam, find out the association between the level of academic stress of B. Sc Nursing 1st year students with selected demographic variable, find out the association between the level of psychological well-being of B. Sc Nursing 1st year students with selected demographic variable and find out the correlation between academic stress and psychological well-being of B. Sc nursing 1st year students. The research approach adopted for this study was descriptive research approach. Purposive sampling technique was used to collect data from 200 students from selected nursing colleges of Guwahati, Assam. The data collection instruments consisted of three sections- Structured questionnaire, which is consisted of demographic performa of students; Standardized students academic stress scale (It consist of 50 questions) and Standardized psychological well-being assessment scale (It consist of 18 questions). Descriptive and inferential statistics were used to analyze the data. The data findings shows that Majority of students (64 %) have moderate level, 18 % have severe level and 18 % have mild stress; Majority of students (61.50 %) are in moderate level, 22.50 % in poor state and 16 % are in good state of psychological well-being. There is highly significant relationship between academic stress and religion; psychological well-being of B.Sc Nursing 1st year students is significantly associated with age and religion. There is highly significant correlation between academic stress and psychological-well being at 0.01 level of significance.

**Keywords:** Academic stress, psychological well-being, undergraduate nursing students

## 1. Introduction

“The greatest weapon against stress is our ability to choose one thought over another.”

- William James

Stress is seen as a complex and dynamic concept. In student's life anxiety, fear regarding study curriculum works as a common factors of stress. Academic stress is a mental distress with respect to some anticipated frustration associated with academic failure or even awareness of the possibility of such failure.<sup>1</sup>

Psychological well-being consists of positive relationship with others, personal mastery, autonomy, a feeling of purpose and meaning in life and personal growth and development. Academic commitments, financial pressure and lack of time management skills have resulted in many students experiencing intense stress.<sup>2</sup>

Stress and its manifestation such as anxiety, depression and burnout, have always been seen as a common problem among people in different professions and occupations. In contrast academic stress and university students have become a topic of interest for few researchers today. Stress is a physical and mental reaction to everyday demand and it manifests when individual define a salient situation disturbing. Thus, academic stress is also a different phase of stress in student's academic life.

Research on academic stress among students has shown that academic stress generates from several factors such as studying for exams, complex assignments, failure to perform well in exams, lack of support system, poor interaction with lecturer, overcrowded lecture halls as well as inadequate resources to perform academic tasks for example few/no course books at the library. One study in Sweden found that 2.7 % of Swedish students who were severely stressed attempt to commit suicide.<sup>3</sup>

Academic stress is defined as the body's response to academic related demands that exceed adaptive capabilities of students. It is estimated that 10-30% of students experience some degree of academic stress during their academic carrier.<sup>4</sup>

Stress is a physical and mental reaction to everyday demands and it has been cited to manifest when individuals define a salient situation as disturbing. Research literature concludes stress as growing to be an important topic of discussion and research.<sup>5</sup>

Nursing students experience a high level of stress and anxiety throughout their education. In fact, nursing students experience more anxiety, especially test anxiety than students from any of the health care disciplines. Many factors contribute to stress and anxiety in nursing students. Students in nursing program often have other competing priorities, which can lead to higher stress levels. In addition to stress related to courses, examinations and clinical experiences, perception of faculty attitudes can cause

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anxiety for students. When students perceive that their faculty care about student's success, stress levels are decreased. Conversely, students become more stress when they perceived that a faculty member is disorganized or not knowledgeable about the content.<sup>6</sup>

Stress during academic session of students has both positive and negative effect. So, the purpose of the study was to assess the stress related to academic workload and how this stress works in undergraduate student's psychological well-being.

**Statement of the problem:** A study to Assess the Academic Stress and its Effects on Psychological Well-being of Undergraduate Nursing Students in Selected Nursing Colleges of Assam.

**The objectives of the study were to -**

- 1) Assess the level of academic stress of B. Sc Nursing 1<sup>st</sup> year students in selected nursing colleges of Assam
- 2) Assess the level of psychological well being of B. Sc Nursing 1<sup>st</sup> year students in selected nursing colleges of Assam.
- 3) Find out the association between the level of academic stress of B. Sc Nursing 1<sup>st</sup> year students with selected demographic variable- age, gender, marital status, religion, types of family, family monthly income, occupation of father, occupation of mother, number of siblings, medium in higher secondary.
- 4) Find out the association between the level of psychological well being of B. Sc Nursing 1<sup>st</sup> year students with selected demographic variable - age, gender, marital status, religion, types of family, family monthly income, occupation of father, occupation of mother, number of siblings, medium in higher secondary.
- 5) Find out the correlation between academic stress and psychological well-being.

## 2. Research Methodology

This chapter presents the research approach and the research design. The research design includes the description of setting, method adopted, population, the sample size and sampling technique, development of instruments and methods of data collection, the content validity, reliability of the tools and pilot study.

### Research approach

In order to achieve the objectives of the study, the quantitative descriptive research approach was adopted to do assess the academic stress and its effects on psychological well being of undergraduate nursing students of selected nursing colleges of Assam.

### Research design

Research design refers to the researchers overall plan for obtaining answer to the research questions and it spells out the strategies that the research depots to develop information that is adequate, accurate and interpretable.<sup>7</sup> (Polite and Hungler, 2002).

Giving the objectives of the study in view, student researcher used a descriptive survey design for the study.

### Setting of the study

The setting is the location where a study is conducted. It is most important to select an appropriate setting where the study will be feasible in terms of co-operation of the other members, transportation facility, availability of the subjects from whom data will be collected.

Out of all nursing colleges of Assam student researcher had selected Nursing Colleges of Guwahati. Six Nursing Colleges were selected from Guwahati, as a large number of samples will be available in the above mentioned setting.

The study was conducted among 1<sup>st</sup> year B. Sc Nursing students from selected six Nursing Colleges of Guwahati, Assam. The selected institutions are Regional College of Nursing, Assam Down Town University, Pratiksha College of Nursing, Dispur Institute of Nursing, Rahman Institute of Nursing and Paramedical Sciences and Hayat Instituion of Nursing Education.

### Study Population

- **Target population:** All the undergraduate nursing students of nursing colleges of Assam are target population of this study.
- **Accessible population:** All the B. Sc nursing 1<sup>st</sup> year students of six Nursing Colleges of Guwahati, Assam are the accessible population of this study.

### Sample and Sampling technique

Sampling is a process of selecting representative units from an entire population of a study.<sup>8</sup>

In this study, sample of 200 students studying in B. Sc nursing first year were selected by using purposive sampling technique from selected six Nursing Colleges of Guwahati, Assam. Purposive sampling technique is selected based on characteristics of a population and the objectives of the study. Here sampling technique, samples are chosen by choice, not by chance.<sup>9</sup>

### Variables

Variables are qualities, properties or characteristics of person, things or situations that change or vary.<sup>8</sup> In this study the variables identified were:

### Research variable

Academic stress and psychological well being of B. Sc nursing 1<sup>st</sup> year students were the research variables.

### Demographic variable

Demographic variables were - age, gender, marital status, religion, types of family, family monthly income, occupation of father, occupation of mother, number of siblings, medium in higher secondary.

### Description of the Tool

Section 1: Self Structured questionnaire for demographic Performa

Section II: standardized tool: Busari's Student academic stress scale.

This scale was constructed and validated by A.O. Busari which consists of 50 items. In this study researcher has used 50 items to collect data from B. Sc nursing 1<sup>st</sup> year students. The questions were assessed by '5' point Likert scale. Responses to the Likert scale questions that contained statements related to academic stress.

Section III: standardized psychological well being assessment scale

Psychological well being assessment scale will be used for assessment of psychological well being. This Psychological Well Being assessment scale developed by psychologist Carol D. Ryff, the 18 item Psychological Wellbeing (PWB) Scale and measures six aspects of wellbeing and happiness: autonomy, environmental mastery, personal growth, positive relations with others, purpose in life, and self-acceptance.<sup>10</sup> The questions were assessed by '7' point Likert scale. Responses to the Likert scale questions that contained statements related to psychological well being.

### Plan for data analysis

Data obtained from sample were analyzed by using descriptive statistics like tabulated form and percentage and inferential statistics like chi-square to determine the relationship between academic stress and demographic variables and between psychological well being and demographic variables of undergraduate nursing students. Karl Pearson correlation coefficient was used to determine the correlation between academic stress and psychological well-being of undergraduate nursing students.

The plan for analysis as follows;

- Summarization of sample characteristics in frequency and percentage.
- Mean and standard deviation to describe academic stress of B. Sc nursing 1<sup>st</sup> year students of selected Nursing colleges of Assam.
- Mean and standard deviation to describe effect on psychological well being of B. Sc nursing 1<sup>st</sup> year students of selected Nursing colleges of Assam.
- Computation of Chi – square to assess the association between academic stress of B. Sc nursing 1<sup>st</sup> year students and selected demographic variables.
- Computation of Chi-square to assess the association between psychological well being of B. Sc nursing 1<sup>st</sup> year students and selected demographic variables.
- Karl Pearson Correlation to test the correlation between academic stress and psychological well-being.

### 3. Result Analysis and Interpretation

This chapter presents the analysis and interpretation of data obtained from respondents (200 students) to assess the academic stress and its effect on psychological well-being of undergraduate nursing students in selected nursing colleges of Guwahti, Assam. In the present study the aim of analysis was to organize and synthesize data for the research questions to be answered and hypotheses to be tested. The data were tabulated, analyzed and interpreted using descriptive and inferential statistics. The analysis of data was done based on the objectives.

### Section A: Description of the demographic characteristics of students in frequency and percentage.

**Table 1.1:** Distribution of B. Sc nursing 1<sup>st</sup> year students according to age (n=200)

Variables	Category	Frequency(f)	Percentage (%)
Age	17-20 yrs	169	84.5
	21-24 years	25	12.5
	25-28 years	6	3
Total		200	100

Table 1.1 depicts the frequency and percentage of B. Sc nursing 1<sup>st</sup> year students according to age. It shows majority of students i.e. 84.5% are of 17-20 years, 12.5% of 21-24 years and 3% of 25-28years of age.

**Table 1.2:** Distribution of B. Sc nursing 1<sup>st</sup> year students according to gender (n=200)

Variables	Category	Frequency (f)	Percentage (%)
Gender	Male	6	3
	Female	194	97
Total		200	100

Table 1.2 depicts the frequency and percentage of B. Sc nursing 1<sup>st</sup> year students according to gender. It shows majority of students i.e. 97%are female and 3% are male.

**Table 1.3:** Distribution of B. Sc nursing 1<sup>st</sup> year students according to marital status (n=200)

Variables	Category	Frequency(f)	Percentage (%)
Marital status	Married	9	4.5
	Unmarried	191	95.5
Total		200	100

Table 1.3 depicts the frequency and percentage of B. Sc nursing 1<sup>st</sup> year students according to marital status. It shows that most of the students i.e. 95.5% are unmarried and 4.5% are married.

**Table 1.4:** Distribution of B. Sc nursing 1<sup>st</sup> year students according to religion (n=200)

Variables	Category	Frequency (f)	Percentage (%)
Religion	Hindu	96	48
	Islam	59	29.5
	Christian	36	18
	others	9	4.5
Total		200	100

Table 1.4 depicts the frequency and percentage of B. Sc nursing 1<sup>st</sup> year students according to religion. It shows majority of students i.e. 48% are from Hindu religion, 29.5% from Islam, 18% from Christian and 4.5% from other religion.

**Table 1.5:** Distribution of B. Sc nursing 1<sup>st</sup> year students according to types of family (n=200)

Variables	Category	Frequency(f)	Percentage (%)
Types of	Nuclear	141	70.5

family	Joint	43	21.5
	Extended	16	8
Total		200	100

Table 1.5 depicts the frequency and percentage of B. Sc nursing 1<sup>st</sup> year students according to types of family. It shows majority of students i.e. 70.5% are from nuclear family, 21.5% from joint and 8% from extended family.

**Table 1.6:** Distribution of B. Sc nursing 1<sup>st</sup> year students according to family monthly income (n=200)

Variables	Category	Frequency (f)	Percentage (%)
Family monthly income	<Rs.20000	47	23.5
	Rs.20001-30000	45	22.5
	Rs.30001-40000	60	30
	>Rs. 40000	48	24
Total		200	100

Table 1.6 depicts the frequency and percentage of B. Sc nursing 1<sup>st</sup> year students according to family monthly income. It shows majority of students' family monthly income i.e. 30% are in the category of Rs.30001-40000, 23.5% in the category of <Rs.20000, 22.5% from Rs.20001-30000 and 24% of >Rs.40000 category.

**Table 1.7:** Distribution of B. Sc nursing 1<sup>st</sup> year students according to occupation of father (n=200)

Variables	Category	Frequency(f)	Percentage (%)
Occupation of father	Service	127	63.5
	Business	54	27
	Agricultural work	19	9.5
Total		200	100

Table 1.7 depicts the frequency and percentage of B. Sc nursing 1<sup>st</sup> year students according to occupation of father. It shows majority of student's father i.e. 63.5% are in the service category, 27% in the business category and 9.5% in the agricultural work.

**Table 1.8:** Distribution of B. Sc nursing 1<sup>st</sup> year students according to occupation of mother (n=200)

Variables	Category	Frequency(f)	Percentage (%)
Occupation of mother	Service	50	25
	Business	8	4
	Homemaker	142	71
Total		200	100

Table 1.8 depicts the frequency and percentage of B. Sc nursing 1<sup>st</sup> year students according to occupation of mother. It shows majority of student's mother i.e. 71% were homemaker, 25% in the service category and 4% in the business category.

**Table 1.9:** Distribution of B. Sc nursing 1<sup>st</sup> year students according to number of siblings (n=200)

Variables	Category	Frequency (f)	Percentage (%)
Number of siblings	0-2	128	64
	3-5	56	28
	>5	16	8
Total		200	100

Table 1.9 depicts the frequency and percentage of B. Sc nursing 1<sup>st</sup> year students according to number of siblings. It shows majority of students i.e. 64% have 0-2 number of siblings, 28% have 3-5 and 8% have >5 number of siblings.

**Table 1.10:** Distribution of B. Sc nursing 1<sup>st</sup> year students according to medium in higher secondary (n=200)

Variables	Category	Frequency (f)	Percentage (%)
Medium of higher secondary	English	147	73.5
	Assamese	47	23.5
	Hindi	1	.5
	Others	5	2.5
Total		200	100

Table 1.10 depicts the frequency and percentage of B. Sc nursing 1<sup>st</sup> year students according to medium in higher secondary. It shows majority of students i.e. 73.5% are from English medium 23.5% from Assamese medium, .5% from Hindi medium and 2.5% from other medium.

**Section B: Mean and Standard deviation on assessment of level of academic stress of B. Sc nursing 1<sup>st</sup> year students.**

**Table 1.11:** Mean and Standard deviation on level of academic stress among B. Sc nursing 1<sup>st</sup> year students from standardized questionnaire i.e. Busari's Academic Stress Assessment Scale, (n=200)

Academic stress level	Frequency (f)	Percentage (%)	Mean	SD
Mild (<93.7)	36	18	116.67	22.97
Moderate (139.64-93.7)	128	64		
Severe (>139.64)	36	18		
<b>Total</b>	200	100		

Table 1.11 represents the level of academic stress among B. Sc nursing 1<sup>st</sup> year students. Out of 200 students majority of students (64%) had moderate level of stress, 18% had severe level of stress and 18% had mild level of academic stress. The mean and standard deviation was 116.67 and 22.97 respectively.

**Section C: Mean and Standard deviation on assessment of level of psychological well-being of B. Sc nursing 1<sup>st</sup> year students.**

**Table 1.12:** Mean and Standard deviation on level of psychological well being among B. Sc nursing 1<sup>st</sup> year students from standardized questionnaire i.e. Psychological well being Assessment Scale, (n=200)

Psychological well-being level	Frequency (f)	Percentage (%)	Mean	SD
Poor (<40.35)	45	22.50	51.83	11.48
Moderate (63.31-40.35)	123	61.50		
Good (>63.31)	32	16		
<b>Total</b>	200	100		

Table 1.12 represents the psychological well being among B. Sc nursing 1<sup>st</sup> year students. Out of 200 students majority of students (61.50%) had moderate level of psychological well-being, 22.50% had poor level of psychological well-being and 16% had good level of psychological well-being.

The mean and standard deviation was 51.83 and 11.48 respectively.

**Section D: Analysis of association between level of academic stress of B. Sc nursing 1<sup>st</sup> year students with selected demographic variables.**

**Table 1.13:** Shows the association between level of academic stress of B. Sc nursing 1<sup>st</sup> year students and age (n=200)

Age	Stress Level			Total	$\chi^2$	df	P-value	Remarks
	Mild	Moderate	Severe					
17-20 Yrs	32	107	30	169	4.093	4	.560 (>0.05)	NS
21-24 Yrs	4	15	6	25				
25-28 Yrs	0	6	0	6				

NS= Not Significant, Level of significance 0.05

The above table shows that out of 200 students majority of students i.e. 169 are in the age group of 17-20 years of age. Among those 17-20 years of age students, majority i.e. 107 had moderate level of academic stress. The chi square value to see the association between level of academic stress and age is 4.093 with 4 df. The corresponding P-value is .560 at 0.05 level of significance. So, it indicates that there is no significant relationship between age and level of academic stress of B. Sc nursing 1<sup>st</sup> year students.

**Table 1.14:** Shows the association between level of academic stress of B. Sc nursing 1<sup>st</sup> year students and gender, (n=200)

Gender	Stress Level			Total	$\chi^2$	df	P-value	Remarks
	Mild	Moderate	Severe					
Male	0	4	2	6	1.928	2	.413 (>0.05)	NS
Female	36	124	34	194				

NS= Not Significant, Level of significance 0.05

The above table shows that out of 200 students majority of students i.e. 194 are in the age female. Among those female students, majority i.e. 124 had moderate level of academic stress.

The chi square value to see the association between level of academic stress and gender is 1.928 with 2 df. The corresponding P-value is .413 at 0.05 level of significance. So, it indicates that there is no significant relationship between gender and level of academic stress of B. Sc nursing 1<sup>st</sup> year students.

**Table 1.15:** Shows the association between level of academic stress of B. Sc nursing 1<sup>st</sup> year students and marital status (n=200)

Marital status	Academic Stress Level			Total	$\chi^2$	df	P-value	Remark
	Mild	Moderate	Severe					
Married	0	6	3	9	2.938	2	.211 (>0.05)	NS
Unmarried	36	122	33	191				

NS= Not Significant, Level of significance 0.05

The above table shows that out of 200 students majority of students i.e. 191 are in the category of unmarried. Among those unmarried students, majority i.e.122 had moderate level of academic stress. The chi square value to see the association between academic stress and marital status is 2.938 with 2 df. The corresponding P-value is .211 at 0.05 level of significance. So, it indicates that there is no significant relationship between marital status and level of academic stress of B. Sc nursing 1<sup>st</sup> year students.

**Table 1.16:** Shows the association between level of academic stress of B.Sc nursing 1<sup>st</sup> year students student and religion (n=200)

Religion	Stress Level			Total	$\chi^2$	df	P-value	Remarks
	Mild	Moderate	Severe					
Hindu	24	55	17	96	15.311	6	.009** (<0.01)	S
Islam	11	42	6	59				
Christian	1	25	10	36				
Others	0	6	3	9				

\*\* Highly Significant at p<0.01level

The above table shows that out of 200 students majority of students i.e. 96 are from Hindu religion. Among those Hindu religion students, majority i.e. 55 had moderate level of academic stress. The chi square value to see the association between academic stress and religion is 15.311 with 6 df. The corresponding P-value is .009 at 0.01level of significance. So, it indicates that there is highly significant relationship between religion and level of academic stress of B. Sc nursing 1<sup>st</sup> year students at 0.01level of significance.

**Table 1.17:** Shows the association between level of academic stress of B. Sc nursing 1<sup>st</sup> year students and types of family (n=200)

Types of family	Stress Level			Total	$\chi^2$	df	P-value	Remarks
	Mild	Moderate	Severe					
Nuclear	28	88	25	141	1.777	4	.777 (>0.05)	NS
Joint	6	28	9	43				
Extended	2	12	2	16				

NS= Not Significant, Level of significance 0.05

The above table depicts that out of 200 students majority of students i.e. 141 are from nuclear family. Among those students from nuclear family, majority i.e. 88 had moderate level of academic stress. The chi square value to see the association between academic stress and types of family is 1.777 with 4 df. The corresponding P-value is .777 at 0.05 level of significance. So, it indicates that there is no significant relationship between types of family and level of academic stress of B. Sc nursing 1<sup>st</sup> year students.

**Table 1.18:** Shows the association between level of academic stress of B. Sc nursing 1<sup>st</sup> year students and family monthly income (n=200)

Family monthly income	Stress Level			Total	$\chi^2$	df	P-value	Remarks
	Mild	Moderate	Severe					
< Rs. 20,000	3	34	10	47	10.797	6	.073 (>0.05)	NS
Rs. 20001-30000	9	32	4	45				
Rs. 30001-40000	11	35	14	60				
>Rs.40000	13	27	8	48				

NS= Not Significant, Level of significance 0.05

The above table shows that out of 200 students' majority of students i.e. 60 are in the category of Rs. 30001-40000 family monthly income. Among those Rs. 30001-40000 family monthly income students, majority i.e. 35 had moderate level of academic stress. The chi square value to see the association between academic stress and family monthly income is 10.797 with 6 df. The corresponding P-value is .073 at 0.05 level of significance. So, it indicates that there is no significant relationship between family monthly income and level of academic stress of B. Sc nursing 1<sup>st</sup> year students.

**Table 1.19:** Shows the association between level of academic stress of B. Sc nursing 1<sup>st</sup> year students and occupation of father (n=200)

Occupation of father	Academic stress level			Total	$\chi^2$	df	P-value	Remarks
	Mild	Moderate	Severe					
Service	24	80	23	127	0.306	4	.998 (>0.05)	NS
Business	9	35	10	54				
Agri. work	3	13	3	19				

NS= Not Significant, Level of significance 0.05

The above table depicts that out of 200 students majority of student's i.e. 127 father occupation is service. Among those students' father occupation with service, majority i.e. 80 had moderate level of academic stress. The chi square value to see the association between academic stress and occupation of father is 0.306 with 4 df. The corresponding P-value is .998 at 0.05 level of significance. So, it indicates that there is no significant relationship between occupation of father and level of academic stress of B. Sc nursing 1<sup>st</sup> year students. Therefore, the hypothesis (H<sub>1</sub>) is rejected in relation to occupation of father.

**Table 1.20:** Shows the association between level of academic stress of B. Sc nursing 1<sup>st</sup> year students and occupation of mother (n=200)

Occupation of mother	Academic Stress Level			Total	$\chi^2$	df	P-value	Remarks
	Mild	Moderate	Severe					
Service	6	35	9	50	7.971	4	.085 (>0.05)	NS
Business	4	2	2	8				
Home Maker	26	91	25	142				

NS= Not Significant, Level of significance 0.05

The above table shows that out of 200 students majority of student's i.e. 142 mother occupation is home maker. Among those students from homemaker mother, majority i.e. 91 had moderate level of academic stress. The chi square value to see the association between academic stress and occupation of mother is 7.971 with 4 df. The corresponding P-value is .085 at 0.05 level of significance. So, it indicates that there is no significant relationship between occupation of mother and level of academic stress of B. Sc nursing 1<sup>st</sup> year students.

**Table 1.21:** Shows the association between level of academic stress of B. Sc nursing 1<sup>st</sup> year students and number of siblings (n=200)

Number of siblings	Academic Stress Level			Total	$\chi^2$	df	P-value	Remarks
	Mild	Moderate	Severe					
0-2	26	85	17	128	6.738	4	.151 (>0.05)	NS
3-5	7	33	16	56				
>5	3	10	3	16				

NS= Not Significant, Level of significance 0.05

The above table depicts that out of 200 students majority of students i.e. 128 had 0-2 numbers of sibling. Among those students having 0-2 no. of siblings, majority i.e. 85 had moderate level of academic stress. The chi square value to see the association between academic stress and number of siblings is 6.738 with 4 df. The corresponding P-value is .151 at 0.05 level of significance. So, it indicates that there is no significant relationship between number of siblings and level of academic stress of B. Sc nursing 1<sup>st</sup> year students.

**Table 1.22:** Shows the association between level of academic stress of B. Sc nursing 1<sup>st</sup> year students and medium in higher secondary (n=200)

Medium in higher secondary	Academic Stress Level			Total	$\chi^2$	df	P-value	Remarks
	Mild	Moderate	Severe					
English	22	96	29	147	5.638	6	.323 (>0.05)	NS
Assamese	12	29	6	47				
Hindi	0	1	0	1				
Others	2	2	1	5				

NS= Not Significant, Level of significance 0.05

The above table shows that out of 200 students majority of students i.e. 147 are from English medium. Among those English medium students, majority i.e. 96 had moderate level of academic stress. The chi square value to see the association between academic stress and medium in higher secondary is 5.638 with 6 df. The corresponding P-value is .323 at 0.05 level of significance. So, it indicates that there is no significant relationship between medium in higher secondary and level of academic stress of B. Sc nursing 1<sup>st</sup> year students.

**Section E: Analysis of association between level of psychological well-being of B. Sc nursing 1<sup>st</sup> year students with selected demographic variables.**

**Table 1.23:** Shows the association between level of psychological well-being of B. Sc nursing 1<sup>st</sup> year students and age (n = 200)

Age	Psychological Well Being			Total	$\chi^2$	df	P-value	Remarks
	Good	Moderate	Poor					
17-20 Yrs	26	108	35	169	22.585	4	.001** (<0.01)	S
21-24 Yrs	6	15	4	25				
25-28 Yrs	0	0	6	6				

\*\*highly Significant at p< 0.01level.

The above table depicts that out of 200 students majority of students i.e. 169 are in the age group of 17-20 years of age. Among those 17-20 years of age students, majority i.e. 108 had moderate level of psychological well-being. The chi square value to see the association between psychological well-being and age is 22.585 with 4 df. The corresponding P-value is .001at 0.01 level of significance. So, it indicates that there is highly significant relationship between age and level of psychological well-being of B. Sc nursing 1<sup>st</sup> year students at 0.01 level of significance.

**Table 1.24:** Shows the association between level of psychological well-being of B. Sc nursing 1<sup>st</sup> year students and gender (n = 200)

Gender	Psychological Well Being			Total	$\chi^2$	df	P-value	Results
	Good	Moderate	Poor					
Male	1	5	0	6	1.873	2	.498 (>0.05)	NS
Female	31	118	45	194				

NS= Not Significant, Level of significance 0.05

The above table shows that out of 200 students majority of students i.e. 194 are female. Among those female students, majority i.e. 118 had moderate level of psychological well-being. The chi square value to see the association between psychological well-being and gender is 1.873 with 2 df. The corresponding P-value is .498 at 0.05 level of significance. So, it indicates that there is no significant relationship between gender and level of psychological well-being of B. Sc nursing 1<sup>st</sup> year students.

**Table 1.25:** Shows the association between psychological well-being of B. Sc nursing 1<sup>st</sup> year students and marital status (n = 200)

Marital status	Psychological Well Being			Total	$\chi^2$	df	P-value	Remarks
	Good	Moderate	Poor					
Married	0	8	1	9	3.201	2	.338 (>0.05)	NS
Unmarried	32	115	44	191				

NS= Not Significant, Level of significance 0.05

The above table shows that out of 200 students majority of students i.e. 191 are in the category of unmarried. Among those unmarried students, majority i.e. 115 had moderate level of psychological well-being. The chi square value to see the association between psychological well-being and marital status is 3.201 with 2 df. The corresponding P-value is .338 at 0.05 level of significance. So, it indicates that there is no significant relationship between marital status and level of psychological well-being of B. Sc nursing 1<sup>st</sup> year students.

**Table 1.26:** Shows the association between level of psychological well-being of B. Sc nursing 1<sup>st</sup> year students and religion (n = 200)

Religion	Psychological Well Being			Total	$\chi^2$	df	P-value	Remarks
	Good	Moderate	Poor					
Hindu	20	59	17	96	14.889	6	.020* (<0.05)	S
Islam	11	37	11	59				
Christian	1	20	15	36				
Others	0	7	2	9				

\* Significant at p<0.05 level.

The above table shows that out of 200 students majority of students i.e. 96 are from Hindu religion. Among those Hindu religion students, majority i.e. 59 had moderate level of psychological well-being. The chi square value to see the association between psychological well-being and religion is 14.889 with 6 df. The corresponding P-value is .020 at 0.05 level of significance. So, it indicates that there is significant relationship between religion and level of psychological well-being of B. Sc nursing 1<sup>st</sup> year students at 0.05 level of significance.

**Table 1.27:** Shows the association between level of psychological well-being of B. Sc nursing 1<sup>st</sup> year students and types of family (n = 200)

Types of family	Psychological Well Being			Total	$\chi^2$	df	P-value	Remarks
	Good	Moderate	Poor					
Nuclear	24	86	31	141	1.10	4	.918 (>0.05)	NS
Joint	6	28	9	43				
Extended	2	9	5	16				

NS= Not Significant, Level of significance 0.05

The above table shows that out of 200 students majority of students i.e. 141 are from nuclear family. Among those nuclear family students, majority i.e. 86 had moderate level of psychological well being. The chi square value to see the association between psychological well-being and types of family is 1.10 with 4 df. The corresponding P-value is .918 at 0.05 level of significance. So, it indicates that there is no

significant relationship between types of family and level of psychological well being of B. Sc nursing 1<sup>st</sup> year students.

**Table 1.28:** Shows the association between level of psychological well-being of B. Sc nursing 1<sup>st</sup> year students and family monthly income (n=200)

Family monthly income	Psychological Well Being			Total	$\chi^2$	df	P-value	Remarks
	Good	Moderate	Poor					
< Rs. 20,000	8	24	15	47	10.125	6	.141 (>0.05)	NS
Rs. 20001-30000	12	24	9	45				
Rs. 30001-40000	6	41	13	60				
>Rs.40000	6	34	8	48				

NS= Not Significant, Level of significance 0.05

The above table shows that out of 200 students majority of students i.e. 60 are in the category of Rs. 30001-40000 family monthly income. Among those Rs. 30001-40000 family monthly income students, majority i.e. 41 had moderate level of psychological well being. The chi square value to see the association between psychological well-being and family monthly income is 10.125 with 6 df. The corresponding P-value is .141 at 0.05 level of significance. So, it indicates that there is no significant relationship between family monthly income and level of psychological well-being of B. Sc nursing 1<sup>st</sup> year students.

**Table 1.29:** Shows the association between level of psychological well-being of B. Sc nursing 1<sup>st</sup> year students and occupation of father (n=200)

Occupation of father	Psychological Well Being			Total	$\chi^2$	df	P-value	Remarks
	Good	Moderate	Poor					
Service	20	83	24	127	7.61	6	.276 (>0.05)	NS
Business	9	28	17	54				
Agri. Work	3	12	3	18				

NS= Not Significant, Level of significance 0.05

The above table depicts that out of 200 students majority of student's father i.e. 127 are in the service category. Among those students from service category of father majority i.e. 83 had moderate level of academic stress. The chi square value to see the association between psychological well-being and occupation of father is 7.61 with 6df. The corresponding P-value is .276 at 0.05 level of significance. So, it indicates that there is no significant relationship between family monthly income and level of psychological well-being of B. Sc nursing 1<sup>st</sup> year students.

**Table 1.30:** Shows the association between level of psychological well-being of B. Sc nursing 1<sup>st</sup> year students and occupation of mother (n = 200)

Occupation of mother	Psychological Well Being			Total	$\chi^2$	df	P-value	Remarks
	Good	Moderate	Poor					
Service	7	29	14	50	1.813	4	.765 (>0.05)	NS
Business	2	5	1	8				
Home Maker	23	89	30	142				

NS= Not Significant, Level of significance 0.05

The above table shows that out of 200 students majority of student's i.e. 142 mother occupation is home maker. Among those students from homemaker mother, majority i.e. 89 had moderate level of psychological well-being. The chi square

value see the association between psychological well being and occupation of mother is 1.813 with 4 df. The corresponding P-value is .765 at 0.05 level of significance. So, it indicates that there is no significant relationship between occupation of mother and level of psychological well-being of B. Sc nursing 1<sup>st</sup> year students.

**Table 1.31:** Shows the association between level of psychological well-being of B. Sc nursing 1<sup>st</sup> year students and number of siblings (n = 200)

No. of siblings	Psychological Well Being			Total	$\chi^2$	df	P-value	Remarks
	Good	Moderate	Poor					
0-2	18	85	25	128	4.112	4	.340 (>0.05)	NS
3-5	10	30	16	56				
>5	4	8	4	16				

NS= Not Significant, Level of significance 0.05

The above table depicts that out of 200 students majority of students i.e. 128 (64%) had 0-2 numbers of sibling. Among those students having 0-2 no. of siblings, majority i.e. 85(66.40%) had moderate level of psychological well-being. The chi square value to see the association between psychological well-being and number of siblings is 4.112 with 4 df. The corresponding P-value is .340 at 0.05 level of significance. So, it indicates that there is no significant relationship between number of siblings and level of psychological well-being of B. Sc nursing 1<sup>st</sup> year students.

**Table 1.32:** Shows the association between level of psychological well-being of B. Sc nursing 1<sup>st</sup> year students and medium in higher secondary (n=200)

Medium in higher secondary	Well Being			Total	$\chi^2$	df	P-value	Remarks
	Good	Moderate	Poor					
English	18	92	37	147	11.914	6	.053 (>0.05)	NS
Assamese	12	27	8	47				
Hindi	1	0	0	1				
Others	1	4	0	5				

NS= Not Significant, Level of significance 0.05

The above table shows that out of 200 students majority of students i.e. 147(73.5%) are from English medium. Among those English medium students, majority i.e. 92(62.60%) had moderate level of psychological well-being. The chi square value to see the association between psychological well-being and medium in higher secondary is 11.914 with 6 df. The corresponding P-value is .053 at 0.05 level of significance. So, it indicates that there is no significant relationship between medium in higher secondary and level



of psychological well-being of B. Sc nursing 1<sup>st</sup> year students.

#### Section F: Analysis of correlation between academic stress and psychological well-being of B. Sc nursing 1<sup>st</sup> year students.

**Table 1.33:** Shows the correlation between academic stress and psychological well-being of B. Sc nursing 1<sup>st</sup> year students.

Variable	Descriptive Statistics		Pearson r	P-value
	Mean	SD		
Academic Stress	116.67	22.97	0.213** ( $<0.01$ )	.002
Psychological Well-Being	51.83	11.48		

\*\*Correlation is highly significant at the  $p < 0.01$  level (2-tailed).

The table depicts that there is highly significant correlation between academic stress and psychological well-being among B. Sc nursing 1<sup>st</sup> year students of selected nursing colleges of Assam at 0.01 level of significance. The Pearson correlation value is 0.213, P-value .002.

#### 4. Conclusion

The present study to assess the academic stress and psychological well-being among undergraduate nursing students of selected nursing colleges of Assam revealed that among 200 students majority i.e. 128 (64%) students have moderate level of academic stress and 123(61.50%) students have moderate level of psychological well-being state. Also, there is significant relationship of academic stress with religion and significant relationship of psychological well-being with age and religion. There is highly significant correlation between academic stress and psychological well-being among undergraduate nursing students of selected nursing colleges of Assam.

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