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## Assess the adjustment problems and coping strategies among nursing students in selected colleges of nursing at Kolhapur

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### Abstract

**Background and Objective:** In life experiences there are external pressures which stem from the environment. At the same time every individual has his/her own internal demands. These inner and outer demands are stronger in college students. This is because college is a time of transition and transitions mostly are accompanied with changes. Thus college students need to meet successfully the inner and outer demands for the effective completion of their learning. Failure to do this will leave them to adjustment problems. If college students have adjustment problems, it directly and indirectly affects their academic performance.

To deal with the adjustment problems students need to use the coping strategies. Coping means the cognitive and behavioral efforts to manage psychological stress. Coping is as the person's constantly changing cognitive and behavioral efforts to manage specific external and/or internal demands that are appraised as taxing or exceeding the person's resources. Therefore, according to this approach, coping refers only to adaptational activities that involve effort, and not all the things that a person does in relating to the environment.

### Objectives of the Study:

1. To assess the adjustment problems among nursing students.
2. To assess the Coping Strategies used by nursing students
3. To find out the correlation between adjustment problems scores and coping strategies scores among nursing students.
4. To find out an association between the adjustment problems scores with selected socio-demographic variables among nursing students
5. To find out an association between the coping strategies scores with selected socio-demographic variables among nursing students.

**Method:** The research approach used for the study was quantitative, survey research approach, design was non experimental, descriptive research design and the samples of 110 nursing students were selected by using non-probability purposive sampling technique for the study. Adjustment scale and Coping scale were used to assess the adjustment problems and Coping strategies among nursing students. Data was analysed by using mean, median, mode, standard deviation, range, Chi-square test for association and Karl Pearson coefficient correlation was used for correlation.

**Result:** The results of the study revealed that the nursing students were having 15.45% good adjustment, while majority of 80.90% were having average adjustment and minimum 3.63% was having poor adjustment. Likewise majority of 60.91% samples were having good coping strategies, while 38.18% were having average coping strategies and minimum 0.90% was having poor coping strategies. The Karl Pearson's correlation co-efficient test revealed that there was a moderate Positive Correlation= $p < 0.0001$  at 0.45 Correlation between adjustment problems scores and coping strategies scores. There was a no significant association between adjustment problems scores with their selected socio-demographic variables. There was an association between coping strategies scores and selected socio-demographic variable like Religion [ $\chi^2$  Cal= 13.8,  $\chi^2$  tab= 12.59] & Family income [ $\chi^2$  Cal= 50.54,  $\chi^2$  tab= 12.59]. The calculated Chi-square value was higher than tabulated value at 0.05 level of significance.

**Interpretation and Conclusion:** The present study revealed that majority of nursing students (80.90%) had average adjustment and (60.91%) good coping strategies.

**Keywords:** Assess, adjustment problems, coping strategies, nursing students, nursing colleges

### Introduction

Life presents a continuous chain of struggle for existence and survival" says Darwin. The observation is since every one of us strives for the satisfaction of our needs in struggling to achieve something. If we find that the results are not satisfactory, we either change our goal or the procedure.

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While doing so, one protects oneself from possible injury to one's ego, fails or frustration. It likes shifting to more defensive position in order to face the challenges of circumstances after the initial failure. This feature of the living organism is termed as adjustment<sup>[1]</sup>.

People can be considered as maladjusted and well adjusted. This can be done on the basis of their relationship with the environment and self. Maladjusted persons have problems with his environment. Good overall adjustment and a sense of wellbeing are very crucial factors in providing positive contributions to the society. When there are problems in adjustment it will leads to stress. Stress is an all pervading phenomenon in life. If a person is able to deal effectively with a difficult situation, the amount of stress he or she may be facing is less. Some events may be perceived in different people it depends upon the coping resources they use to solve the problems<sup>[1]</sup>.

As per as the Indian youth are concerned they are dominated mainly by the parents and other elders in the family. All the important decisions pertaining to their life are taken by them. This in turn can treat a stressful situation for the students, ultimately influencing their personality and behaviour<sup>[1]</sup>.

Nursing students are valuable human resources. Detection of potential stress among nursing students is crucial since stress can lead to low productivity, low quality of life, and suicidal ideas. Identifying factors affecting stress among nursing students can help nursing educators to find ways to decrease stress. During the B. Sc. nursing program, the researcher experienced a lot of stressful situations and fearful moments in the 1st year. Those eventful days were questionable coping patterns and which adversely affected the physical strength and emotional stability and academic activities. So for many students and their colleagues were experiencing the same situation<sup>[2]</sup>.

The transition from secondary school to university could be very challenging in the development of young men and women, and as such many students are inadequately prepared for the psychosocial realities of higher education. Year one university students are often confronted with the adaptational challenges of living apart from family and close friends, adjusting to the academic regimen, assuming responsibility for the tasks of daily living, as well as developing a new array of social relationship with course mates, lecturers and other members of the university community. However, within this new university environment, students have to be prepared to deal with these challenges by learning and internalizing the character as well as the rules and regulations that govern the institutions they are attending. The way in which students go about resolving these challenges and the degree to which they interact with the opportunities with which they are presented is known as their adjustment to university<sup>[3]</sup>.

Sudden shift to new environment demands lots of adjustment from any individual. Adjustment is a way in which people adapt to the new environment, by applying various coping methods. The entry to a professional college is an exciting turning point for most of the adolescents, though it depends upon multiple factors. The novice professionals are in the adolescent age group, which is considered as 'stage of stress and storm'. Most of the adolescents are facing the challenges of adjusting to various demands, since they are out of their comfort zones for the first time and away from their parents. They find difficulties

in adjusting to their college life and it has gained extensive concern in recent years. Adverse events in their life and emotional capital have known to be related with adjustment to the school<sup>[4]</sup>.

The safe college initiative aims to create healthy environment and promote the academic, social, emotional, and intellectual growth of students. The overall concept of a healthy and safe school environment asserts that if children feel safe and happy, they are more likely to reach their academic potential. Similarly, it is commonly believed that schools are a major contributing factor to positive adjustment and growth of children, yet only when the environment is psychologically healthy. Unhealthy school atmospheres can involve violence, such as unacceptable social behaviour, aggression, bullying, harassment, intimidation, and other acts that harm others<sup>[5]</sup>.

A cross sectional study was conducted in Shandong of China among 643 high school nursing students of vocational training. The study findings revealed that there was an association between adverse life events and various dimensions of adaptations to school adjustment, such as personal and social relationship, learning, life in the campus, career profession, psychological, personal, and the way of satisfaction in the life. However, there was a positive association with psychological capital and school adjustment dimensions, and negative life events are negatively associated with psychological capital<sup>[6]</sup>.

#### **Need for the study**

Nursing students are in the developmental phase of adolescence or young adulthood they are in a crisis state where they have to face significant changes in their living circumstances. Entering world of nursing presents students with an array of changes. Still in their teens, they are asked to change both from adolescent to adult and from lay person to a professional. The student nurse is entering a vocation where she has to deal with many kinds of people, so it is necessary that she is well prepared for the same<sup>[7]</sup>.

Stress in nursing education is acknowledged as one of the most important issues in the modern world. Lazarus & Folkman (1984) defined psycho-social stress as a particular relationship between the person and the environment that is appraised by the person as taxing or exceeding his or her resources and endangering his or her well-being. Imbalance between the environment demands and perceived resources that the individual has available to meet those demands. If the demands exceed the resources, stress can occur in the individual. Secondary appraisal occurs when an individual determines their capacity to manage the environmental demands. During nursing education and training, nursing students are frequently exposed to various stressors which may directly or indirectly impede their learning and performance. The nature of clinical education presents challenges that may cause students to experience stress. Moreover, the practical components of the program which is important in preparing students to develop into professional nurse role by its nature have made the program even more stressful than other programs<sup>[8]</sup>.

The students who enroll nursing are often not fully aware of the stress and strain that accompany training period this may be either because the relatives who influence the students neglect this aspect wanting better future for their children or because the media highlights only the glamour associated with the profession, which may explain why most of the

nursing students come from low socio-economic status ultimately however, it is the students who are unprepared. To be an effective nurse the students should have mental and physical well being, spiritual sense of society, good habits of study and work, effective behavior in new situations and a commendable attitude expressed in action. This study will help in assessing the extent of their adjustment towards self, others and the profession as a whole [9].

Today's Nursing students are tomorrow's nurses; Nurses are expected to provide holistic care to individuals and families. In the course of training to be a nurse, the student is exposed to a multitude of stressors. They have to take up the responsibility for giving patient care in various situations adolescents who are healthy want to help others and want to assume responsibility. For this these adolescent students of nursing should have good adjustment among themselves and to the environment.

A study was conducted to assess the stress levels and coping patterns of nursing students in an international program practicum. Purposive sampling was used in this study; the samples in the quantitative phase were 78 junior nursing students who practiced in the clinical settings of the fundamentals of nursing practicum from June to October 2014. The second phase was a qualitative approach, and these junior nursing students were separated into two focus groups according to their earlier stress scores, with 10 nursing students in each group. The study revealed that nursing students at clinical practice experienced moderate level of stress (46.20%, n=36), and appraised this as a situation with emotions of challenge ( $x=2.67$ ,  $SD=0.54$ , 33.90%). The stressful situations could be categorized into six themes: Persons as stressors; Inadequate knowledge and skills; Low self-esteem and self-confidence in their clinical practice without instructors; Incoherent theories and practice; Novelty; Inadequate learning facilities. Regarding ways of stress coping, the predominant ways of coping were seeking social support and adopting problem solving in a planned manner. The study concluded that Preparing a clinical-teaching program should emphasize on providing social support, and enhancing knowledge and skills readily applicable to clinical practice [10].

The investigator has observed that problems like homesickness, somatic complaints and adjustment problems in hostel were very common in the female students, whereas many male students expressed a desire to quit the program, because they felt the profession was not meant for them as it is a female dominated profession they were there simply because of pressure from parents who had managed to secure them a seat with the hope that they would go abroad and make a comfortable living completion of the course.

Many experienced teachers also revealed to the investigator that adjustment difficulties are often seen among nursing students during their course of learning and quite a few of them manifest with psychological distress. Today we need students who will, as nurses somebody lead the profession are to make successful adjustment to nursing and be valuable and effective contributors to the health care delivery system, it is imperative that the pattern of adjustment of nursing students be studied, so that appropriate interventions can be made, therefore the investigator interested in finding out the adjustment pattern and coping strategies among Nursing Students.

## Materials and methods

The research approach used for the study was quantitative, survey research approach, design was non experimental, descriptive research design and the samples of 110 nursing students were selected by using non-probability purposive sampling technique for the study. Adjustment scale and Coping scale were used to assess the adjustment problems and Coping strategies among nursing students. The reliability of the tool was tested by using by 'Cronbach's Alpha' which was for adjustment scale  $r = 0.72$  and for coping scale  $r = 0.76$ . Data was analysed by using mean, median, mode, standard deviation, range, Chi-square test for association and Karl Pearson's coefficient correlation was used for correlation.

## Results

**Section I:** Description and findings related to selected socio-demographic variables.

**Table 1:** Frequency and percentage distribution of samples according to their socio demographic variables n = 110

SN.	Socio-Demographic Variables	Frequency f	Percentage %
1.	<b>Age in years</b>		
	a. 18 to 19	94	85.45
	b. 20 to 21	13	11.82
	c. 22 to 23	01	0.91
	d. >23	02	1.82
2.	<b>Gender</b>		
	e. Female	64	58.18
	f. Male	46	41.82
3.	<b>Religion</b>		
	g. Hindu	87	79.09
	h. Muslim	09	8.18
	i. Christian	11	10
	j. Others	03	2.73
4.	<b>Family income/month in Rs.</b>		
	k. <10,000	41	37.27
	l. 10,001-20,000	23	20.92
	m. 20,001-30,000	17	15.45
	n. >30,000	29	26.36
5.	<b>Habitat</b>		
	o. Local	61	55.45
	p. Other city	47	42.73
	q. Other state	1	0.91
	r. Other country	1	0.91
6.	<b>Family background</b>		
	s. Nuclear family	58	52.73
	t. Joint family	52	47.27
	u. Extended family	-	-
7.	<b>Type of residency</b>		
	v. Living with parents	61	55.45
	w. Living in hostel	35	31.82
	x. Living with relatives	8	7.27
	y. Living alone	6	5.46
8.	<b>Course</b>		
	z. B.Sc. (Nursing)	60	54.55
	aa. GNM	50	45.45

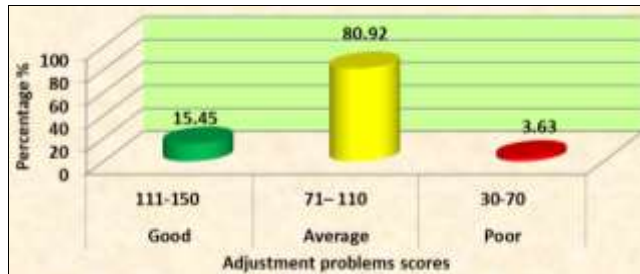
## Section II: Findings related to description of samples according to the Adjustment Problems score

This part deals with distribution of participants according to the score on Adjustment Scale. Data was analyzed using descriptive statistics and summarized in terms of percentage.

**Table 2:** Frequency and percentage distribution of Adjustment Problems scores n=110

Level of Adjustment Problems	Range of score	Frequency <i>f</i>	Percentage %
Good	111-150	17	15.45
Average	71- 110	89	80.92
Poor	30-70	04	3.63

Table 2: Indicates that, Majority of 89 (80.92%) sample had average level of adjustment, 17 (15.45%) had good level of adjustment and minimum 04(3.63%) had poor level of adjustment.



**Graph 1:** Cylindrical diagram shows distribution of nursing students based on the Adjustment Problems Scores

**Section III: Findings related to distribution of samples according to the Coping Strategies Scores**

This part deals with distribution of participants according to the score on Coping Scale. Data was analyzed using descriptive statistics and summarized in terms of percentage.

**Table 3:** Frequency and percentage distribution of Coping Strategies scores n=110

Level of Coping	Range of score	Frequency <i>f</i>	Percentage %
Good	81-120	67	60.91
Average	41- 80	42	38.18
Poor	0-40	01	0.91

Table 3 Indicates that majority of 67 (60.91%) of samples had good Coping Strategies, 42 (38.18%) of them had average and 01 (0.91%) had poor Coping Strategies towards Adjustment Problems.



**Graph 2:** Cylindrical diagram shows distribution of samples according to their coping score

The Karl Pearson’s correlation co-efficient test revealed that there was a moderate Positive Correlation =  $p < 0.0001$  at 0.45 Correlation between adjustment problems scores and coping strategies scores.

There was a no significant association between adjustment problems scores with their selected socio-demographic variables. There was an association between coping strategies scores and selected socio-demographic variable

like Religion [ $\chi^2$  Cal= 13.8,  $\chi^2$  tab= 12.59] & Family income [ $\chi^2$  Cal= 50.54,  $\chi^2$  tab= 12.59].The calculated Chi-square value was higher than tabulated value at 0.05 level of significance.

**Interpretation and conclusion**

The present study revealed that majority of nursing students (80.90%) had average adjustment and (60.91%) good coping strategies.

The results of the study revealed that the nursing students were having 15.45% good adjustment, while majority of 80.90% were having average adjustment and minimum 3.63% was having poor adjustment. Likewise majority of 60.91% samples were having good coping strategies, while 38.18% were having average coping strategies and minimum 0.90% was having poor coping strategies.

The Karl Pearson’s correlation co-efficient test revealed that there was a moderate Positive Correlation =  $p < 0.0001$  at 0.45 Correlation between adjustment problems scores and coping strategies scores.

There was a no significant association between adjustment problems scores with their selected socio-demographic variables. There was an association between coping strategies scores and selected socio-demographic variable like Religion [ $\chi^2$  Cal= 13.8,  $\chi^2$  tab= 12.59] & Family income [ $\chi^2$  Cal= 50.54,  $\chi^2$  tab= 12.59].The calculated Chi-square value was higher than tabulated value at 0.05 level of significance.

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