



# ASSESSMENT OF PSYCHOLOGICAL PROBLEMS WITH REFERENCE TO STRESS, ANXIETY, AND COPING STRATEGIES AMONG FIRST YEAR GNM NURSING STUDENTS IN SINDHUDURG

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**Abstract:** This study aimed to assess the psychological problems among first year GNM nursing students studying at District Sindhudurg. A descriptive research design was adopted, and a non-probability convenient sampling technique was used to select 60 students. Data were collected using a structured dichotomous questionnaire, and relevant information was also supported by secondary data from articles and internet sources. The findings revealed that the majority of students, 41 (68.3%), had good mental well-being with no psychological problems, while 18 (30%) students experienced anxiety and only 1 (1.7%) student reported stress related to hostel and school environment. No cases of depression or other psychological problems were found among the students. The study was limited to those students who were present and willing to participate during data collection. The findings emphasize the importance of early identification and management of psychological problems, and highlight the role of community health nurses in promoting the physical, psychological, social, and environmental well-being of students.

**Index Terms-** Psychological Problems, Nursing Students, Stress, Anxiety, Assessment, Mental Well-being

## I. INTRODUCTION

Mental health is a vital component of overall health and plays a significant role in the academic and professional success of students. Nursing students, particularly those in their first year, are exposed to various academic, clinical, and environmental stressors that may affect their psychological well-being. The transition from school to professional education often involves significant lifestyle changes, including increased academic workload, clinical exposure, and adjustment to hostel and social environments. Nursing students are considered a vulnerable group as they face a dual role of being both students and future healthcare providers. This dual responsibility increases their susceptibility to psychological problems such as stress, anxiety, and depression. Studies have reported a high prevalence of psychological distress among nursing students worldwide, with higher rates observed in regions where academic and clinical demands are intense.

Stress is one of the most common factors influencing the mental health of students and has been associated with poor academic performance, sleep disturbances, reduced concentration, and emotional instability. Various factors contribute to psychological problems among students, including lack of social

support, low self-esteem, financial difficulties, family-related issues, and living away from home. Additionally, inadequate coping mechanisms and poor resilience may further aggravate mental health issues.

However, certain protective factors such as strong social support, effective coping strategies, resilience, and a positive learning environment can help students manage stress and maintain psychological well-being. Early assessment and identification of psychological problems are essential to prevent long-term consequences and to promote mental health among nursing students.

Therefore, the present study aims to assess the psychological problems among first year GNM nursing students studying at District Sindhudurg. The findings of the study will provide valuable insights into the mental health status of students and help in planning appropriate interventions to improve their overall well-being.

### 3.1 Population and Sample

The population for the present study comprised nursing students, with the target population including all nursing students and the accessible population consisting of first year GNM nursing students studying at District Sindhudurg. A total of 60 first year GNM nursing students were selected as the sample for the study. The samples were selected using a non-probability convenience sampling technique. The inclusion criteria for the study included first year GNM nursing students studying at district sindhudurg, who were present at the time of data collection and willing to participate in the study. The exclusion criteria included nursing students who were not studying at the selected school and those who were absent or not willing to participate during the data collection.

### 3.2 Data and Sources of Data

The data for the present study were collected from first year GNM nursing students studying at District Sindhudurg. Prior to data collection, formal permission was obtained from the Principal of the institution. The investigator introduced herself to the students and explained the purpose and objectives of the study. Informed consent was obtained from all participants, and they were assured of the confidentiality of their responses.

A structured dichotomous questionnaire was used as the data collection tool to assess psychological problems among the students. The questionnaire consisted of 25 items, where each "Yes" response was assigned a score of '1' and each "No" response was assigned a score of '0'. A convenient time schedule was planned for data collection, and the questionnaire was administered to the selected participants. The average time taken by each student to complete the questionnaire was approximately 30 minutes. The investigator ensured that participants were comfortable and encouraged to provide free and frank responses.

The data collection procedure involved explaining the study, administering the questionnaire, and collecting the completed responses on the same day. The collected data were then systematically tabulated and analyzed to obtain the results of the study.

### 3.3 Theoretical framework

The present study is based on the **Input–Throughput–Output (ITO) model**, which provides a systematic approach to understand the assessment of psychological problems among first year GNM nursing students. The **input** includes various factors such as **demographic variables** (age, gender, education, family income), environmental influences, and personal characteristics like beliefs and attitudes that may affect the psychological status of students. The **throughput** refers to the process of assessing psychological problems using a structured dichotomous questionnaire, where data are collected and analyzed. The **output** represents the results of the study, identifying the presence or absence of psychological problems among the students. The **feedback** component helps in improving future interventions and strategies for promoting mental health among nursing students.

The variables of the study include both **independent and dependent variables**.

#### Demographic Variables:

The demographic variable of the study is the Age, gender, education, occupation.

#### Dependent Variable:

The dependent variable of the study is the **psychological problem among 1<sup>st</sup> year GNM students**.

## I. RESEARCH METHODOLOGY

A descriptive research design was adopted to assess psychological problems among 60 first year GNM nursing students using a structured dichotomous questionnaire, with samples selected through non-probability convenience sampling technique.

### 3.1 Population and Sample

The population for the present study comprised nursing students, with the target population including all nursing students and the accessible population consisting of first year GNM nursing students studying at District Sindhudurg. A total of 60 first year GNM nursing students were selected as the sample for the study. The samples were selected using a non-probability convenience sampling technique. The inclusion criteria for the study included first year GNM nursing students studying at district sindhudurg, who were present at the time of data collection and willing to participate in the study.

The exclusion criteria included nursing students who were not studying at the selected school and those who were absent or not willing to participate during the data collection.

### 3.2 Data and Sources of Data

The present study utilized primary data collected directly from first year GNM nursing students. Data were gathered using a structured questionnaire designed to assess psychological problems among students.

The tool consisted of two sections:

- **Section A:** Socio-demographic variables including age, gender, educational status, family income, and source of information.
- **Section B:** A 25-item structured dichotomous questionnaire with “Yes/No” responses to assess psychological problems.

Data were collected through direct interaction with participants after obtaining formal permission from the Principal and informed consent from the students. Adequate time and clarification were provided to ensure accurate and honest responses. The average time taken for data collection was approximately 30 minutes, and it was carried out over a specified period to ensure completeness and reliability.

### 3.3 Theoretical framework

The present study is based on the Modified Health Belief Model (HBM), which explains how individual beliefs and perceptions influence psychological well-being and health-related behaviors among nursing students.

The variables of the study include independent and dependent variables.

#### **Dependent Variable:**

The dependent variable of the study is the psychological problems among first year GNM nursing students. These problems were assessed using a structured dichotomous questionnaire and categorized based on the presence or absence of psychological issues such as stress and anxiety.

#### **Independent Variables:**

The independent variables include selected socio-demographic factors such as age, gender, educational status, family income, source of information, and environmental factors like hostel and school environment.

According to the Health Belief Model, the following components influence psychological well-being:

- **Perceived Susceptibility:** Individual belief about the likelihood of experiencing psychological problems such as stress or anxiety
- **Perceived Severity:** Understanding the seriousness and impact of psychological problems on health and academic performance
- **Perceived Benefits:** Belief in the effectiveness of coping strategies and mental health support
- **Perceived Barriers:** Obstacles in seeking help or adopting healthy coping mechanisms
- **Cues to Action:** Factors that trigger awareness, such as academic stress, peer influence, or guidance from teachers and healthcare professionals
- **Self-Efficacy:** Confidence in managing stress and maintaining psychological well-being

This framework helps in understanding how these factors influence the psychological status of nursing students and supports the assessment of psychological problems among first year GNM students.

### 3.4 Statistical tools and econometric models

This section describes the statistical methods used to analyze the collected data and draw meaningful conclusions regarding the psychological problems among first year GNM nursing students. The data obtained from 60 samples were coded, tabulated, and analyzed using both descriptive and inferential statistics.

#### 4.1 Descriptive Statistics

Descriptive statistics were used to summarize and present the data systematically:

- **Frequency and Percentage:**

Used to describe socio-demographic variables such as age, gender, educational status, family income, and source of information.

- **Mean and Standard Deviation:**

Used to assess the overall psychological problem scores among the students.

These statistics helped in presenting the data under:

- **Section I:** Distribution of samples according to socio-demographic variables
- **Section II:** Distribution of psychological problem scores

#### 4.2 Inferential Statistics

Inferential statistics were applied to test the association between variables:

- **Chi-square test ( $\chi^2$ ):**

Used to determine the association between psychological problems and selected socio-demographic variables.

A p-value  $< 0.05$  was considered statistically significant.

### 3.4.3 Knowledge Scoring

The tool used for the present study consisted of two sections designed to assess psychological problems among first year GNM nursing students.

The tool consisted of the following sections:

- **Section A: Socio-demographic variables:**

This section elicited information regarding the socio-demographic characteristics of the participants, including age, gender, school of study, hostel stay, presence of health problems, educational status, and source of knowledge.

- **Section B: Structured questionnaire:**

This section consisted of a self-administered questionnaire comprising 25 items to assess psychological problems among the students. Each item required a response in a dichotomous format (Yes/No). A score of "1" was assigned for every positive response, and a score of "0" was assigned for every negative response. The maximum possible score was 25.

### 3.4.4 Reliability of the Tool

The Reliability refers to the consistency of an instrument in measuring a variable. It includes attributes such as stability, homogeneity, and equivalence. In the present study, reliability was established using Pearson's correlation coefficient ( $r$ ). The obtained value was  $r = 0.57135$ , indicating that the tool was moderately reliable for assessing psychological problems among first year GNM nursing students..

### 3.4.5 Data Presentation

The analyzed data were presented in the form of:

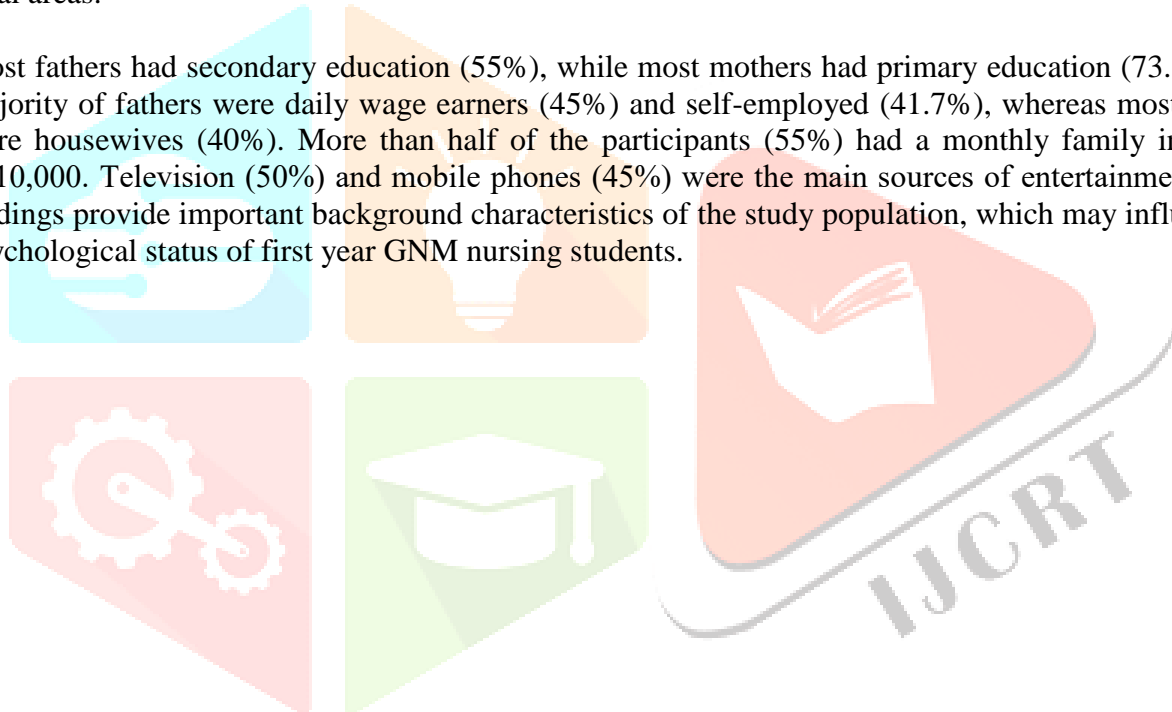
- Tables
- Bar diagrams
- Pie charts

These presentations helped in better understanding and interpretation of the findings.

## IV. RESULTS AND DISCUSSION

Shows the distribution of participants according to socio-demographic variables. All participants were female (100%), with the majority belonging to the age group of 19–20 years (53.3%). Most participants were Hindu (98.3%) and belonged to joint families (58.3%). A majority (75%) were from rural areas.

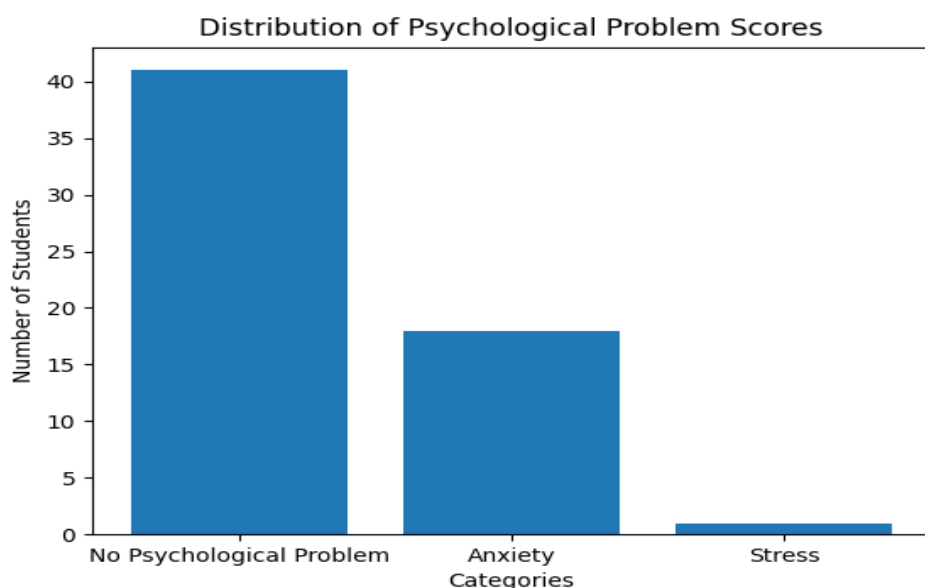
Most fathers had secondary education (55%), while most mothers had primary education (73.3%). The majority of fathers were daily wage earners (45%) and self-employed (41.7%), whereas most mothers were housewives (40%). More than half of the participants (55%) had a monthly family income of  $\leq ₹10,000$ . Television (50%) and mobile phones (45%) were the main sources of entertainment. These findings provide important background characteristics of the study population, which may influence the psychological status of first year GNM nursing students.



Socio-Demographic Variable	Category	Frequency (F)	Percentage (%)
Age (years)	19–20	32	53.3%
	20–21	25	41.7%
	≥22	3	5%
Gender	Female	60	100%
	Male	0	0%
Religion	Hindu	59	98.3%
	Muslim	1	1.7%
	Christian	0	0%
	Other	0	0%
Type of Family	Nuclear	23	38.3%
	Joint	35	58.3%
	Extended	2	3.4%
Area of Residence	Rural	45	75%
	Urban	8	13.3%
	Semi-urban	7	11.7%
Father's Educational Status	Illiterate	4	6.7%
	Primary	3	5%
	Secondary	33	55%
	Diploma/Graduate	20	33.3%
Mother's Educational Status	Illiterate	1	1.7%
	Primary	44	73.3%
	Secondary	11	18.3%
	Diploma/Graduate	4	6.7%
Father's Occupation	Unemployed	3	5%
	Daily wage earner	27	45%
	Self-employed	25	41.7%
	Government	5	8.3%
Mother's Occupation	Housewife	24	40%
	Daily wage earner	16	26.7%
	Self-employed	19	31.7%
	Government	1	1.7%
Monthly Family Income (Rs.)	≤10000	33	55%
	10001–15000	10	16.7%
	15001–20000	6	10%
	≥20001	11	18.3%
Source of Entertainment	TV	30	50%
	Mobile	27	45%
	Playing	1	1.7%
	Internet Resources	2	3.3%

### 4.2 Distribution of Knowledge Scores

Fig. 4.1: The bar diagram shows the distribution of psychological problems among first year GNM nursing students



The bar diagram shows the distribution of psychological problems among first year GNM nursing students. The majority of students, 41 (68.3%), had no psychological problems, indicating good mental well-being. A considerable number of students, 18 (30%), were found to have anxiety. Only 1 (1.7%) student reported stress related to hostel and school environment. This distribution indicates that while most students are mentally stable, a significant proportion experiences anxiety, highlighting the need for early identification and supportive interventions.

#### Table 4.2: Mean and Standard Deviation of Psychological Problem Scores

The mean and standard deviation were calculated to assess the overall psychological problem scores among first year GNM nursing students. The mean score indicates the average level of psychological problems, while the standard deviation reflects the variation in scores among the students. A lower standard deviation indicates that the scores are closely clustered around the mean, whereas a higher standard deviation indicates greater variability in responses.

### 4.3 Level of Psychological Problem

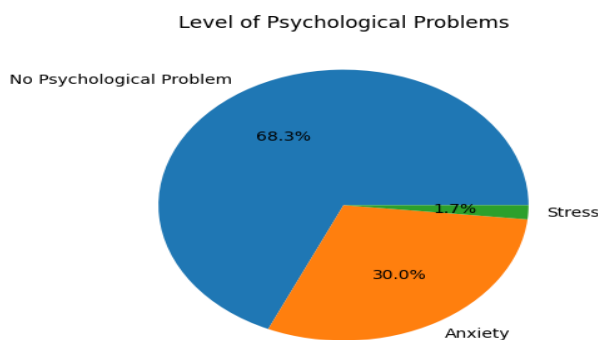


Table 4.3: Level of Psychological Problems (N = 60)

Level of Psychological Problems	Frequency (F)	Percentage (%)
No Psychological Problem	41	68.3%
Anxiety	18	30%
Stress	1	1.7%
<b>Total</b>	<b>60</b>	<b>100%</b>

## II. ACKNOWLEDGMENT

I would like to express my heartfelt thanks to the Principal, for granting permission to conduct this study. I am deeply grateful to my guide and faculty members for their valuable guidance, constant encouragement, and support throughout the research work.

I extend my sincere thanks to all the first year GNM nursing students who willingly participated in the study and provided the necessary data for its completion.

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Finally, I thank everyone who directly or indirectly contributed to the successful completion of this study.

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