

Relationships among Academic Performance, Psychological Wellbeing and Satisfaction with Life among Nursing Students

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Abstract

Nursing is a profession that concentrates on improving the health and well-being of people at every stage of development. The academic achievement of a student is based on different factors. With good academic background, students can grab a high quality professional career in their life. The psychological well-being is an important factor that can influence not only the education of the student but also their overall development. In this cross sectional correlational study among the nursing students, the study samples were selected by convenient sampling technique. The estimated sample size was 160 at 95 percent CI and 80 percent power. The data was collected from the nursing students through google forms after getting their informed consent. The nursing students had an average aggregate mark of 67.64 with 9.32 standard deviation. This showed that the nursing students had an average level of academic performance. The nursing students in this study had average level of psychological wellbeing (89.4%) and 10.6 percent had a high level of psychological well-being. While considering the satisfaction with life 18.8 percent were extremely satisfied with the life, 46.3 percent were satisfied and no one extremely dissatisfied with the life.

Key words: Academic performance, Psychological well-being, Stress, Study habits

Academic performance of a student is an important aspect of any education system. It includes the theory and the practical assessment. The profession of Nursing concentrates on the human life for improving their health and well-being at every stage of development. The academic achievement of a student is based on different factors. Students with good academic background can grab a high quality professional career in their life (Alshammari et al, 2018). Many factors contribute to the academic performance of the students. These include; academic background of the student, family structure, college related factors, learning styles, teaching style, clinical exposure, practical session etc. (Aboalshamat et al, 2015). Poor academic performance may lead to the poor quality health care delivery system in the world. Educational institutions deliver quality nursing students to the world. That is not an easy job. It needs more research-based activities to find out the exact lacunae in the education and to treat accordingly (Shi et al, 2015). One important concept in the academic performance that may influence the academic background of the students is psychological wellbeing (Dachew et al, 2015).

Literature Review

The psychological well-being is an important fac-

tor influencing not only the education of the student but their overall development (Aboalshamat et al, 2015). The professional courses have lot of sessions to be completed in their academic period. That is one of the stress and anxiety to the students. Most of the time they can manage all these parts of education together. But in some situations that may not be possible. At that time the students may enter into a poor psychological balanced life (Kumar et al, 2016). Therefore they need a good psychological intervention strategy to cope up with the situation (Stanly & Bhubaneswar, 2016). Based on these concepts our curriculum has focus on not only the academic performance but also several extracurricular activities are included. The stress and anxiety in the life of students may reduce the academic performance (Schofield et al, 2016).

The students having good psychological well-being may be satisfied with their life. The satisfaction among the students usually changes from person to person and work to work (Sarakhoni et al, 2013). Basically, the life satisfaction is connected to the psychological well-being of the individual. Among the students many factors contribute to maintain a satisfactory life (Regehr et al, 2013). These include the good academic achievement, psychological factors, family, society, personal life etc. (Ryff, 1995).

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Need of the study

There are limited studies on the academic performance, psychological well-being and the life satisfaction among the nursing students. So this study was undertaken.

Objectives

The main objective of this study was to find out the relation among academic performance, psychological wellbeing and satisfaction with life among nursing students.

Methodology

This was a cross sectional correlational study among the nursing students. The samples were selected by convenient sampling technique. The estimated sample size was 160 at 95 percent CI and 80 percent power. The sample size was calculated by Open Epi V 3.0. The inclusion criteria included: both male and female students, age more than 18 years. Exclusion criteria was: those who are taking psychiatric medications.

The data was collected from the nursing students through google forms after getting their informed consent. The study was conducted during the period from March 2020 to September 2020. The first 160 respondents were selected for the study. The data collection tools were: socio demographic details, factors related to academic performance, academic performance, psychological well-being and satisfaction with life scale. Among the three questionnaires, psychological well-being and satisfaction with life scale are standardised tools and the socio demographic tool is a self-structured one. The validity of the self-structured tools was validated by the experts of nursing education and the reliability got by calculating the internal consistency. The reliability of the Psychological Well-being and Satisfaction with Life Scale was calculated by Cronbach alpha method with the alpha value of 0.71 and 0.76 respectively. The academic performance calculated based on their last academic exam aggregated mark, psychological wellbeing by 18-item Psychological Well-being tool (Ryff, 1995) and satisfaction with life by 5-point Satisfaction with Life Scale Diener et al. The students' socio demographic data was collected by the self-administered questionnaire.

Ethical clearance: The study started after obtaining the permission from IRB and Institution Ethical Committee.

Statistical analysis: The analysis was done

by SPSS version 20.0. The descriptive statistics were analysed by measures of central tendency, the inferential statistics by Karl Pearson correlation coefficient, and Chi square test. The level of significance was maintained at $p < 0.05$.

Results

The mean age of the study participants was 22.12 with 2.58 standard deviation. Among the nursing students majority were females (93.8%), 53.1 percent were under graduate students, and the education status of the father and mother were graduation (37.5% and 40.6% respectively) (Table 1).

Academic performance of the nursing students

The nursing students had an average aggregate mark of 67.64 with 9.32 standard deviation. This showed that the nursing students had an average level of academic performance. Among the 160 study samples (21.9%) were having above average level of academic performance and 78.1 percent were having average level of academic perfor-

Table 1: Socio demographic details of nursing students (N=160)

Socio demographic variables		Frequency (N)	Percentage (%)
Gender	Male	10	6.3
	Female	150	93.8
Course	BSc Nursing	85	53.1
	GNM	27	16.9
	MSc Nursing	22	13.8
	Post-basic BSc Nursing	26	16.3
Marital status	Married	9	5.6
	Single	151	94.4
Family income (Rs)	<50000	68	42.5
	50000-100000	57	35.6
	100000-1,50,000	21	13.1
	>1,50,000	14	8.8
Educational status of the father	Primary	19	11.9
	Secondary	50	31.3
	Graduation	60	37.5
	Post-graduation	28	17.5
	No formal education	3	1.9
Educational status of the mother	Primary	32	20.0
	Secondary	49	30.6
	Graduation	65	40.6
	Post-Graduation	11	6.9
	No formal education	3	1.9
Residence proximity to college	Day scholar	80	50.0
	Hostel	80	50.0

Table 2: Level of psychological well-being and the satisfaction with life among the nursing students (N=160)

Measurement		Frequency (N)	Percentage (%)
Psychological well-being	Above average	17	10.6
	Average	143	89.4
Satisfaction with life	Extremely satisfied	30	18.8
	Slightly satisfied	27	16.9
	Satisfied	74	46.3
	Neutral	2	1.3
	Slightly dissatisfied	13	8.1
	Dissatisfied	14	8.8

mance.

Level of psychological well-being and the satisfaction with life among the nursing students

The nursing students in this study had average level of psychological wellbeing (89.4%) and 10.6 percent had more than average level of psychological well-being. While considering the satisfaction with life 18.8 percent were extremely satisfied with the life, 46.3 percent were satisfied and no one extremely dissatisfied with the life (Table 2).

Distribution of students based on factors contributing their academic performance

The life style and the social habits among the nursing students showed that 55 percent of them were spending less than 2 hours per day on TV, movies and music, 52.5 percent were using less than 2 hours per day on social networking and 42.5 percent were spending daily time with their friends. Among the students, 46.9 percent were studying for their academic job position. Considering the study preference majority (52.5%) of the students chose to study alone (Table 3).

Relationship between academic performance, psychological wellbeing and satisfaction with life among nursing students

The study result showed that there is a non-significant weak positive relation between the academic performance with psychological well-being ($r=0.24$, $p=0.58$) and satisfaction with life ($r=0.19$, $p=0.910$).

Association between academic performances with selected socio demographic and academic factors

The findings showed that education of the father ($p=0.001$), time spent on the extracurricular activities ($p=0.007$), study hours per day ($p=0.006$) and preference of study techniques

($p=0.029$) had an association with academic performance of the students.

Association between psychological well-being with selected socio demographic and academic factors

The findings reported that family income ($p=0.036$), education of the father ($p=0.002$), residential proximity to college ($p<0.001$) hours spent on the TV, movies and music ($p=0.034$), time spent for hobbies ($p=0.002$), time spent with friends ($p<0.001$), time spent with extracurricular activities ($p<0.001$), group study preference ($p=0.029$), studying hours per day ($p=0.001$), weekend study hour per day ($p<0.001$) and study techniques ($p=0.002$) had an association with the psychological well-being of the students.

Association between satisfaction with life with selected socio demographic and academic factors

The findings revealed that education of the father ($p=0.004$), education of mother ($p=0.004$), social

Table 3: Distribution of students based on factors contributing their academic performance (N=160)

Factors		Frequency (N)	Percentage (%)
Lifestyle and social habits			
Hours spent on TV, movies, and music	<2 hours/day	88	55.0
	>4 hours/ day	15	9.4
	3-4 hours/day	36	22.5
	Do not spend time on such activities	21	13.1
Social networking	<2 hours/day	84	52.5
	>4 hours/ day	31	19.4
	3-4 hours/day	39	24.4
	I do not use it	6	3.8
Time dedicated to hobbies	Every day	67	41.9
	Every month	25	15.6
	No hobby	26	16.3
	Once every week	42	26.3
Time spent with friends	<3 times per week	50	31.3
	>3 weeks per week	18	11.3
	Every day	68	42.5
	None	24	15.0
Time spent on extracurricular activities	< 5 hours per week	38	23.8
	1-2 events per year	44	27.5
	5 hours/week	46	28.8
	None	32	20.0
Attendance of conferences	<4 events/years	34	21.3
	>4 events/years	107	66.9
	None	19	11.9

Table continued...

Factors		Frequency (N)	Percentage (%)
The motive to study among students			
Study motive	Pressure from family members	10	6.3
	Previous high scores	16	10.0
	Seeking a scholarship/ academic job position	75	46.9
	Study enjoyment	59	36.9
Study habits among students			
Group study preference	Alone	84	52.5
	In groups	14	8.8
	With one of my colleagues	62	38.8
Studying hours/day	<2 hours	25	15.6
	> 4 hours	36	22.5
	3-4 hours	92	57.5
	Do not study daily	7	4.4
Weekend studying hours/day	< 5 hours	71	44.4
	> 8 hours	30	18.8
	5-8 hours	37	23.1
	Do not study during weekends	22	13.8
Study techniques preferred by you	Highlighting	19	11.9
	Mapping	3	1.9
	memorizing	20	12.5
	Note forming	54	33.8
	Reading loudly	16	10.0
	Reading silently	22	13.8
	Recording	1	.6
	Start by memorising	1	.6
	Start by reading then	7	4.4
	Summarising	17	10.6

networking ($p<0.001$), time spent for hobbies ($p=0.028$), time spent for extracurricular activities ($p<0.001$), conference attending ($p=0.020$), study motive ($p=0.005$), study hours per day ($p=0.004$), weekend study hours per day ($p<0.001$) and the preferred study technique ($p<0.001$) had an association with satisfaction with life.

Discussion

In this study, among the Nursing students, majority were females (93.8%), 53.1 percent were under graduate students, and the education status of the father and mother were 60 percent and 65 percent respectively. The nursing students had an average aggregate mark of 67.64 with 9.32 standard deviation. This showed that the nursing students had an average level of academic performance. The nursing students in this study had average level of psychological well-being (89.4%) and 10.6 percent had a high level of psychological well-

being. While considering the satisfaction with life 18.8 percent were extremely satisfied with the life, 46.3 percent were satisfied and no one extremely dissatisfied with the life. There was a non-significant weak positive relation between the academic performance with psychological well-being ($p=0.58$) and satisfaction with life ($p=0.910$).

Results of a similar study showed that there was a positive relationship between mental well-being and academic success. The results of this study show that there is a correlation between the magnitude of mental well-being which is environmental management, personal growth, good relationships with others, purpose in life and self-acceptance and academic success (Mustafa et al, 2020).

Another study showed that there is no relation between the well-being and the academic performance (Hart, 2016). Wilcox & Nordstokke (2019) revealed that there is a relation with the academic satisfaction and the school relation. The self-achievement and the anxiety predict the academic performance but the depression is not predicting the same. Bukhari & Khanam (2017) showed that there is a negative relation with academic performance and depression but there is a positive relation with happiness and life. There is similar supporting evidence from a study showing a positive relation between the psychological well-being and the academic performance (Khairani et al, 2018). Another study finding showed that there is a weak relation between the academic performance and the psychological well-being (Mustafa et al, 2020). A study result revealed that a moderate relation between the psychological parameters and the self-accomplishment and a weak relation with the academic performance. Maria et al showed that a positive relation between the students with the social support system and the academic performance.

Among the selected psychological and psychological dimensions, emotional intelligence, empathy, social skills and self-esteem were positively associated with all aspects of mental well-being, and in learning ways, only co-operation was positively associated with the mental well-being. But the anxiety was related to the opposite of the welfare concept among the students (Morales-Rodriguez et al, 2020). A study by Richardson & Fallona (2011) revealed that the teachers have an influence in the academic performance among the students. A similar study showed that the teachers should mold the student's qualities to achieve the academic achievements (Azer, 2015). The finding from another set of studies showed

that there is no gender-based relation between the academic performances.

Recommendations

- The study can be conducted with large number of samples.
- An interventional study can be planned to improve the psychological wellbeing among the nursing students.

Implications

The resent study result showed that 16.9 percent of students are dissatisfied with their life. So it is recommended that the nursing institutions start or engage the students in some extracurricular activities and some periodical counselling sessions.

Conclusion

The academic success of the nursing students is the overall performance from their clinical and theory performance. Many factors influence the academic success, mental well-being of nursing students, and their satisfaction with life. The present study showed that there is a positive relation with the academic performance and the psychological well-being and the satisfaction with life. Therefore the nursing curriculum should be planned with the extracurricular activities with focus on their psychological improvement. That can improve their mental well-being, and the satisfaction with life, and indirectly help them more productive and professional.

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