

A Study to Assess Adjustment Problems among First-Year Nursing Students at Narayan Nursing College, Jamuhar, Bihar

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doi.org/10.64643/IJIRTV12I6-187289-459

Abstract—Background: Adjustment problems among nursing students are common due to academic pressure, new responsibilities, hostel living, and separation from family. Early identification and intervention can help prevent psychological distress. **Objectives:** To assess the level of adjustment problems among 1st-year nursing students. To evaluate the effectiveness of an intervention (mindful meditation) on adjustment problems. To determine the association between adjustment levels and demographic variables. **Methodology:** A quasi-experimental one-group pretest–posttest design was used on 40 first-year nursing students selected through purposive sampling. Tools included a demographic profile, knowledge questionnaire, and College Adjustment Scale. Mindful meditation was provided as the intervention. Data were analyzed using descriptive and inferential statistics. **Results:** Pre-test showed severe adjustment problems among 80% of students. Post-test findings indicated significant improvement, with mean adjustment scores reducing from 11.8 ± 5.12 to 2.75 ± 1.67 . The paired t-test value ($t = 11.13$; $p < 0.05$) confirmed statistical significance. Educational status of fathers showed significant association with adjustment levels. **Conclusion:** Mindful meditation was effective in reducing adjustment problems. Integration of mental-health promotion strategies in nursing education is recommended.

Index Terms—Adjustment, Nursing students, Stress, Mindful meditation, College adjustment.

I. INTRODUCTION

Adjustment refers to an individual's ability to cope with internal needs and external environmental demands. Nursing students often face multiple challenges academic load, clinical exposure, new social environments, and hostel living which make them more vulnerable to stress and maladjustment. Adolescents entering nursing programs may lack adequate coping mechanisms. Poor adjustment affects mental health, academic performance, and social functioning. Therefore, identifying adjustment problems and implementing early interventions is essential for promoting students' well-being.

II. NEED OF THE STUDY

Nursing students experience higher stress levels compared to students of other disciplines due to fear of making mistakes, clinical responsibilities, academic burden, and adapting to new environments. Persistent stress and poor adjustment may lead to anxiety, poor academic performance, and psychological dysfunction. The investigator observed considerable stress among first-year students due to new surroundings and workload. Mindful meditation, which emphasizes relaxation and mental clarity, has shown effectiveness in reducing stress. Hence, the study aimed to evaluate adjustment problems and test the effectiveness of mindful meditation.

Objectives

1. To assess the level of adjustment problems among 1st-year nursing students at NNC, Jamuhar.
2. To evaluate the effectiveness of mindful meditation on reducing adjustment problems.
3. To find the association between adjustment levels and selected demographic variables.

III. METHODOLOGY

Research Design: Quasi-experimental, one-group pretest–posttest design.

Setting: Narayan Nursing College, Jamuhar, Bihar.

Sample & Sampling Technique: 40 first-year nursing students selected using purposive sampling based on inclusion criteria.

Tools:

1. Demographic data sheet
2. Knowledge questionnaire related to adjustment
3. College Adjustment Scale (7-point scale)

Intervention:

Mindful meditation sessions were provided for 20 minutes. Post-test was conducted after the intervention.

Data Collection Procedure:

- Pre-test adjustment assessment
- Mindful meditation intervention
- Post-test using the same scale

Data Analysis: Descriptive statistics (frequency, percentage, mean, SD) and inferential statistics (paired t-test, chi-square test).

Data Analysis and Results

1. Demographic Profile

- Majority aged 16–18 years (72.5%).
- Females constituted 82.5%.
- 72.5% stayed in hostels.
- 67.5% were from rural areas.

2. Pre-Test Knowledge on Adjustment

- Poor knowledge: 75%
- Average knowledge: 22.5%
- Good knowledge: 2.5%

3. Effectiveness of Intervention

Assessment	Mean	SD
Pre-test	11.8	5.12
Post-test	2.75	1.67

- Mean Difference: 9*/*aa.05
- Paired t-test: 11.13; $p < 0.05$ (highly significant)

Interpretation: Mindful meditation significantly reduced adjustment problems.

4. Association with Demographic Variables

- No significant association with age, sex, religion, family type, mother’s education or occupation.
- Significant association found with father’s education ($p < 0.05$).

IV. DISCUSSION

The study revealed that most first-year nursing students faced severe adjustment problems before the intervention. Factors contributing included youthfulness, academic burden, and hostel living conditions. Similar findings have been reported in previous studies, showing nursing students' high stress levels and poor adjustment during initial training years.

Mindful meditation significantly improved students' adjustment, supporting previous research showing that meditation reduces stress, anxiety, and improves coping ability. The association between father’s education and students’ adjustment indicates the likely impact of parental awareness and support.

V. CONCLUSION

The study concluded that adjustment problems are common among first-year nursing students. Mindful meditation was found to be highly effective in reducing these problems. Regular meditation sessions, counseling, and stress-management programs should be integrated into nursing curricula to promote mental well-being.

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