

Factors Affecting Psychological Well-Being of Korean Nursing Students

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Abstract

This is a quantitative research to find the effects of somatization symptom and academic resilience in nursing university students on their psychological wellbeing. The data were collected by structured survey form from 259 nursing university students from December 2017 to February 2018. Collected data were analyzed with frequency, percentage, mean and standard deviation, t-test, ANOVA, Pearson's correlation, and multiple regression by SPSS/WIN 20.0. Upon the study results, psychological wellbeing showed the significant correlations with somatization symptom ($r=-.435$, $p<.001$) and academic resilience ($r=.773$, $p<.001$). Influential factors on psychological wellbeing were somatization symptom ($\beta=-.204$, $p<.001$) and academic resilience ($\beta=.686$, $p<.001$), demonstrating the explanatory power of the model with 64.9%. Based on these results, to improve psychological wellbeing, which is their quality of life, of the nursing university students, it is necessary to lower unspecific somatization symptoms related to the stress and to focus on enhancement of academic resilience in their university education. In addition, it is required to develop and apply the related programs.

Keywords: *academic resilience, psychological wellbeing, somatization symptom, Student, University.*

1. Introduction

Korean university students experience various kinds of stress caused by social relations on campus[1]. In particular, it is reported that nursing students, who have to take courses in humanities and social science as well as specialized courses and finish over 1,000 hour practices, suffer stress derived from study and job-searching, which affect their adjustment to university life, reduction of self-esteem, and emotional changes [2] [3].

As a result, stress and emotional changes of nursing students can be shown as various kinds of somatization symptom. Such a somatization symptom is known to have negative effects on cognitive areas of them as well as their emotional adjustment.[4] And, high academic resilience of those students allows them to be able to deal with academic stress, and leads to high achievements in academic performance, human relations, and working in their jobs. It also enables them to adjust themselves to college life, which heightens psychological well-being[5] Psychological well-being grows with the establishment of self-identity, and it is a very important element for college students [6].

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Previous researches identifying the relationship among three variables—somatization symptom, academic resilience, and psychological well-being are not sufficient. Thus, this study, by examining somatization symptom, academic resilience, and psychological well-being among nursing students and analyzing the effect of academic resilience on psychological well-being, intends to provide basic data in developing education programs designed to promote psychological well-being of them.

2. Research Method

2.1. Research design

This research is quantitative analysis to examine the relations among somatization symptom, academic resilience, and psychological well-being among nursing students, and analyze the elements affecting psychological well-being among them.

2.2. Research objects

The research objects of this research were conveniently collected from nursing students in three colleges located in Daegu Metropolitan City and Chungcheong province. They understood the aim of this research and voluntarily participated in the survey. Selection of samples were done using the G*Power 3.1.4 program. The minimum number of samples required to do multiple regression analysis on the criteria of 5 independent variables, significance level .05, effect size .15, and power .95, is 138 respondents. In this research, the number of respondents is 259.

2.3. Research tools

2.3.1. Somatization symptom

To calculate somatization symptom of nursing students, the scale developed by Ham [7] who reorganized the summary mental diagnosis test developed in 1989 focusing on malfunctions depending on physical symptom. The tool is 5-point scale used to 12 questions. Somatization symptom Cronbach's $\alpha=.92$.

2.3.2. Academic resilience

The scale to calculate academic resilience of this research is the one developed by Kim Nuri. The tool is 5-point scale used to 29 questions. Academic resilience Cronbach's $\alpha=.93$

2.3.3. Psychological well-being

The scale to calculate psychological well-being of this research is the version developed by Kim et al [8]. who revised psychological well-being scale of Ryff [9] to suit the Korean respondents. The tool is 5-point scale used to 46 questions. Psychological well-being Cronbach's $\alpha=.91$.

2.4. Data collection and procedure

The survey was conducted from December 28, 2017 to February 28, 2018. The time needed to answer the questions was about 15~20 minutes. 275 nursing students responded to the

questions, and finally 259 copies of the questionnaire were used in the analysis, excluding problematic 15 copies.

2.5. Data analysis

Collected data were analyzed using the SPSS/WIN 20.0 program. To get general characteristics of respondents, mean and standard deviation were used. To test psychological well-being depending on general characteristics, t-test, ANOVA, or Sheffe test was used. The factors affecting psychological well-being were analyzed by stepwise regression.

2.6. Ethical consideration

The aim and intention of this research were approved by Biological Ethics Deliberation Committee of C University (IRB No.1041566-201712-HR-001-01). After explaining the aim of this research to respondents, we received their agreement letters. They were notified that they could stop answering the questions during the survey. When the analysis was finished, the raw data were eliminated.

3. Results

3.1. Psychological well-being related with general characteristics of research objects

The average age of respondents was 20.5 (± 1.46) years old. Females were 77.6%, and the majority of them (64.5%) did not have any religion. To the question whether the respondent is satisfied with the specialty, 63.3% of them responded as ‘so so’. 86.9% of respondents did not do any exercise. Among the residential types, the proportion of those who board themselves was the largest (41.7%). 46.7% of them, the largest proportion, perceived their health conditions as so-so. The following variables made significant differences in psychological well-being: gender ($t=-1.639$, $p=.028$), satisfaction with nursing major ($F=17.38$, $p<.001$), and perceived health conditions ($F=20.17$, $p<.001$).

Table 1. Psychological wellbeing according to General characteristics

Characteristics	Categories	N(%)	Psychological wellbeing		
			M \pm SD	t or F	P (sheffe)
Age					
Gender	Female	201(77.6)	3.31 \pm 0.45	-1.639	.028
	Male	58(22.4)	3.42 \pm 0.48		
Grade	Freshman	49(18.9)	3.26 \pm 0.43	1.450	.229
	Sophomore	85(32.8)	3.35 \pm 0.50		
	Junior	94(36.4)	3.32 \pm 0.43		
	Senior	31(12.0)	0.47 \pm 0.43		
Major satisfaction	Very satisfied	49(18.9)	3.55 \pm 0.38	17.380	<.001
	Moderate	164(63.3)	3.36 \pm 0.41		

	Unsatisfied	46(17.8)	3.03±0.53		
Regular exercise	Yes	34(13.1)	3.46±0.35	3.089	.080
	No	225(86.9)	3.32±0.47		
Perceived health status	Healthy ^a	96(37.1)	3.48±0.43	20.171	<.001 (a>b>c)
	Moderate ^b	121(46.7)	3.35±0.40		
	Unhealthy ^c	42(16.2)	2.98±0.49		

3.2. Relationships among somatization symptom, academic resilience, and psychological well-being of respondents

It was found that somatization symptom has negative effect on psychological well-being ($r=-.435, p<.001$), and its effect is significant, and that the higher somatization symptom is, the lower academic resilience and psychological well-being get. Academic resilience and psychological well-being have positive relationship, and it is statistically significant ($r=.773, p<.001$). It was found that the higher academic resilience is, the higher psychological well-being is.

Table 2. Correlation among Somatization symptom, Academic resilience and Psychological wellbeing

	Somatization symptom	Academic resilience	Psychological wellbeing
Somatization symptom	1		
Academic resilience	-.299(<.001)	1	
Psychological wellbeing	-.435	.773(<.001)	1

3.3. Factors affecting psychological well-being

To examine the factors affecting psychological well-being among Korean nursing students, multiple regression analysis was conducted using related variables. It was found that the variables affecting psychological well-being are academic resilience ($\beta=.686, p<.001$), and somatization symptom ($\beta=-.204, p<.001$). Those two variables explained 64.9% of academic resilience.

Table 3. Influencing factors on Psychological wellbeing

Variables	B	SE	β	t	p
Perceived health status	-0.312	1.294	-.010	-0.240	.810
Major satisfaction	2.613	1.386	.075	1.886	.060
Somatization symptom	-0.450	0.095	-.204	-4.745	<.001
Academic resilience	0.901	0.054	.686	16.746	<.001
R2=.649 Adjust R2=.643 F=165.61(p<.001)					

4. Discussion and conclusion

This research was performed to examine the relationships among somatization symptom, academic resilience, and psychological well-being and factors affecting psychological well-being among Korean nursing students. It was also conducted to identify factors affecting psychological well-being among those students and provide basic data for developing the educational program to improve psychological well-being among nursing students.

In this study, the higher the academic resilience of nursing students, the higher the psychological well-being. The results of this study suggest that adaptation to college students' psychological well-being maintains stability [10]. In the study of Jin and Kim, psychological well-being of nursing college students is low level. Therefore, it is suggested that mediation is necessary [8]. The results were similar to those of this study. Therefore, a solution is needed. According to previous studies, negative emotions include depression, anxiety, fear, anger, guilt, and sadness. These emotions cause somatization symptoms and affect the psychological well-being of students [11]. In this study, unspecified somatization symptoms caused by stress and the like appeared to explain psychological well-being. Students should improve their ability to cope with stress situations. And we need to find ways to promote psychological well-being. In the future, the professor in the college will need to understand the various emotional states of students and conduct counseling focusing on management when students are guided

The findings of this research can be summarized as follows. For those nursing students, the lower somatization symptom is, and the higher academic resilience is, the higher psychological well-being gets. Those two variables have explanatory power of 64.9%. The findings should be considered in developing a consulting program to lower somatization symptom caused by study and practice stress, a curriculum of nursing major and related liberal education program [12]. It will help students to maintain stable college life until they graduate from university. The limits of this research are that, by choosing respondents in specific city and province, the findings cannot be generalized. To generalize the findings, it is necessary to select respondents from various places. This research also suggests that there will be more researches on developing programs and on intervention including related variables.

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