

Psychological well-being during the Covid-19 pandemic among nursing students

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Psychological well-being during the Covid-19 pandemic among nursing students

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Abstract

Background: The Covid-19 pandemic creates emergency situations that cause stressors to emerge. These stressors cause students to face challenges that can affect their life experiences and psychological well-being.

Purpose: To describe the psychological well-being of nursing students during the COVID-19 pandemic.

Method: A descriptive quantitative method with a sample of 290 nursing students from Padjadjaran University, selected with proportional stratified random sampling technique. The instrument used Ryff's Psychological Well-Being Scale with 42 questions and by an Indonesian version with a validity index 0.484-0.743 and alpha coefficient 0.304-0.580. This questionnaire used a Likert scale with a 1-6 range. Psychological well-being scores were grouped into 3 categories: high, medium, and low. Ethical clearance approved by committee ethics.

Results: Finding that more than half of students (69%) had medium psychological well-being during the pandemic. The highest dimension score was on personal growth and positive relations, while the lowest was on autonomy and self-acceptance.

Conclusion: The good condition of psychological well-being relates to the student's ability to fulfill the six dimensions during a pandemic. Educational institutions can work closely with the psychiatric nursing department to facilitate counseling programs during the COVID-19 pandemic.

Keywords: Psychological well-being; Covid-19; Pandemic; Nursing students

INTRODUCTION

A new disease that appeared with symptoms similar to pneumonia in Wuhan City, China at the end of 2019, started the spread of the COVID-19 virus. 19 worldwide. COVID-19 as a pandemic in early March 2020 (World Health Organization, 2020).

Emergencies can cause a stressful atmosphere so that various kinds of stressors appear. Several studies have shown that there are psychological problems in quarantine actors during the COVID-19 pandemic such as depression, anxiety, loneliness, emotional disturbances, stress, mood low, sensitivity, insomnia, PTSD, and psychosis

(Atalan, 2020; Zheng, 2020; Sharma et al., 2020; Tian et al., 2020; Tull et al., 2020).

The COVID-19 pandemic impacted student groups, according to previous research, students experienced mild anxiety (41.58%), moderate anxiety (16.84%), mild stress (12.11%), and mild depression (3.68%) during the pandemic (Hasanah et al, 2020). Factors that affect the state of stress in students during the COVID-19 pandemic include economic conditions, daily activities, and academic setbacks that positively affect the emergence of anxiety symptoms during the pandemic and cause psychological problems (Cao et al., 2020).

Psychological well-being during the Covid-19 pandemic among nursing students

Other studies have shown a decrease in physical activity during quarantine during COVID-19 compared to before quarantine (Maugeri et al., 2020). Limited space for movement can cause individuals to be unable to cope with pressure so that they experience emotional exhaustion and dissatisfaction with their quality of life (Roy et al., 2020; Sharma et al., 2020). Other research shows that individuals who have been quarantined experience feelings of loneliness (Banerjee & Rai, 2020).

Several studies state that it is negatively correlated mental health problems with psychological well-being problems (Chen et al., 2009; He et al., 2018; Liu et al., 2009), so the higher the level of psychological well-being an individual has, the more likely it is low psychological well-being of the individual. Positive psychological well-being contributes to a reduction in mental health problems (Chen et al., 2009).

Psychological problems experienced by students during the COVID-19 pandemic can affect the state of psychological well-being to be lower, one sign that individuals have successfully fulfilled their developmental tasks is to have good psychological well-being (Scales et al, 2016).

Psychological well-being comes from experiences throughout life (Diener et al., 2009), psychological development can affect psychological well-being (Ryff, 2014). Individuals who can carry out their developmental tasks will have good psychological well-being, especially in the dimensions of autonomy, self-acceptance, environmental mastery, and self-development (Ryff, 2014). Individuals who are hampered in carrying out their psychological development tasks will experience a decrease in the dimensions of relationships with others, autonomy, environmental mastery, and self-development (Harimukthi & Dewi, 2017; Ryff, 2014).

The psychological well-being of students can be influenced by several factors, one of which is the activeness of students in carrying out activities in the campus environment where students who participate in campus activities such as being active in sports clubs, becoming members of

organizations, and becoming resident assistants have good psychological well-being (Kilgo & Mollet, 2016). Students can experience obstacles in carrying out their psychological development tasks during the pandemic so that which can cause students to have poor psychological well-being conditions.

Psychological well-being is a state in which a person has a positive mental status, including feeling happy, satisfied, and not feeling anxious about anything (Robertson, 2018). developed the concept of psychological well-being into six dimensions, namely: autonomy, good relations with others, environmental mastery, self-development, life goals, and self-acceptance. Individuals are said to have positive psychological well-being, which means that they are able to adapt and organize and form a comfortable environment and have a positive effect on themselves, are able to deal with problems and have good self-acceptance, are able to establish good bonds with others, are able to increase their potential and are able to control their own behavior (Munthe et al., 2017).

Individuals said to have negative psychological well-being can refer to negative mental conditions such as being easily anxious, feeling dissatisfied with their lives, lacking self-confidence, feeling depressed, and often showing aggressive behavior (Munthe et al., 2017). In general, there are differences in psychological well-being between health and non-health students (Saleem & Saleem, 2017). Health students tend to show lower psychological well-being compared to non-health students which can be caused by more findings of mental health problems such as anxiety and depression in students from the healthy family compared to students from the non-health class, especially in the early stages of campus life and at the undergraduate level. end (Rathnayake et al., 2016). A research study conducted previously showed that nursing students experienced high levels of stress (Aslan & Akturk. 2018). Although nursing students are known to have high levels of anxiety in normal situations, nursing students experience increased anxiety in the COVID-19 pandemic situation (Savitsky et al, 2020).

1
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Psychological well-being during the Covid-19 pandemic among nursing students

Research shows that nursing students have moderate stress levels during the pandemic but higher compared to previous studies which can be caused by anxiety about the risk of infection, receiving news related to COVID-19, lack of knowledge related to illness (in first-year students), and anxiety about the risk of infection, graduation and readiness to start a profession (for fourth-year students) (Aslan & Pekince, 2020). Another study showed that nursing students felt the negative effects of "staying at home" during the COVID-19 pandemic on mental health (Sümen & Adibelli, 2021). Psychological well-being becomes important during a pandemic because, through positive emotions, health and the will to survive can improve the body's immune function (Huppert, 2009). Psychological well-being has a positive impact on improving health status through increasing immune capacity, healthy living habits, and good coping strategies (Vázquez et al., 2009). Psychological well-being is important for health workers because it can affect patient safety and satisfaction, and improve the quality of performance of health workers (Hall et al., 2016).

For nurses, psychological well-being can affect the performance of nurses while providing nursing care and making good effective communication for patients (Li & Hasson, 2020; Shyu, 2019). Psychological well-being in nursing students can affect learning and self-development to become nurses in the future. The better the psychological well-being of nursing students, the more productive and successful students will be in academic learning and clinical practice (Ratanasiripong & Wang, 2011). The low level of psychological well-being in nursing students can lead to decreased academic performance and learning, affect coping skills, reduce effective communication skills, and ultimately can affect the quality of nursing care provided to clients (Li & Hasson, 2020).

RESEARCH METHOD

Descriptive quantitative research, the population of this study were students of the Faculty of Nursing, University of Padjadjaran class 2017-2020. The samples were selected by using a probability sampling technique: proportionate stratified random sampling. The research sample was 290 students. The instrument of psychological well-being was measured using Ryff's Psychological Well Being Scale (RPWBS) instrument version 42 by Ryff (1995) which was adapted in the Indonesian version by (Rachmayani & Ramdhani, 2014). This instrument contains 7 question items on each dimension which are questions favorable and unfavorable on each dimension of psychological well-being.

The assessment of this instrument uses a Likert scale. The total score of psychological well-being will describe the condition of psychological well-being and dimensions of individual psychological well-being in the high category score > 187, moderate 153-187, and low <153. The data used in this study is primary data with data collection techniques using questionnaires distributed online.

Data analysis used descriptive statistical analysis techniques frequency analysis, percentage, mean, standard deviation, and data categories. The normality test using the test Kolmogorov Smirnov and got a significance value of 0.062 which is greater than 0.05 ($p > 0.05$) normally distributed. In this study, a descriptive analysis was cross-tab carried out on the respondent's characteristic data with the category of psychological well-being to determine the description of the level of psychological well-being in each characteristic. This research has ethical approval from the ethics committee of Padjadjaran University with number 290/UN6. KEP/EC/2021 and Reg. 0121040402.

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RESULTS

Table 1. Demographic Characteristics (N=290)

Characteristics	Psychological Well-being						Mean	S.D
	High		Medium		Low			
	f	%	f	%	f	%		
Gender								
Male	8	36,4	14	63,6	0	0	171,91	27,01
Female	80	29,9	186	69,4	2	0,7	172,45	22,22
Economic Status								
Lower Class	1	11,1	8	88,9	0	0	149,22	26,55
Middle Class	79	29,8	184	69,4	2	0,8	172,43	21,95
Upper Class	8	50,0	8	50,0	0	0	185,13	21,47
Age								
Late adolescence (17-20)	58	36,7	98	62,0	2	1,3	174,04	24,30
Early adulthood (21-22)	30	22,7	102	77,3	0	0	170,45	20,21
Student Status								
Fourth Year	17	19,3	71	80,7	0	0	169,32	18,43
Third Year	27	33,3	54	66,7	0	0	172,90	23,59
Second Year	21	38,2	34	61,8	0	0	174,65	23,71
First Year	23	34,8	41	62,0	2	3,1	174,05	25,23
Who Provide Support During Bad Times								
Family (father/mother/mother/sister)	87	31,1	191	68,2	2	0,7	172,91	22,38
Best Friends	96	72,7	190	65,0	0	0	174,39	21,84
Fair Friends	73	37,2	123	62,8	0	0	176,62	20,63
None	1	14,3	6	85,7	0	0	150,14	26,16

Finding that the psychological well-being of the students of the Faculty of Nursing, Padjadjaran University during the pandemic, more than half of the respondents was in the moderate category. This illustrates that students can fulfill psychological well-being even though some aspects of psychological well-being have not been achieved optimally during the COVID-19 pandemic.

1
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Table 2. Dimensions of Psychological well-being (N = 290)

Dimensions	Psychological well-being						Mean	S.D
	Low		Medium		Low			
	f	(%)	f	(%)	f	(%)		
Personal Development	182	62,8	107	36,9	1	0,3	31,65	4,067
Good Relationship	173	58,6	118	40,7	2	0,7	31,22	4,718
Environmental Mastery	128	44,1	158	54,5	4	1,4	29,58	4,671
Life Purpose	104	35,8	178	61,4	8	2,8	28,34	4,944
Autonomy	53	18,3	217	74,8	20	6,9	25,99	4,984
Self-acceptance	40	13,8	223	76,9	27	9,3	25,62	5,109

Based on the dimensions of psychological well-being obtained Overall, the students of the Faculty of nursing had good psychological well-being scores on the six dimensions in order from the highest to the lowest, namely the dimensions of self-development, good relations with others, environmental mastery, life goals, autonomy and self-acceptance.

A cross-tabulation analysis was conducted between psychological well-being and the characteristics of the respondents to see a picture of the psychological well-being of students based on their characteristics.

Table 3. Psychological well-being of students during the COVID-19 pandemic (N=290)

Psychological Well-being	N	(%)	Mean	S.D
High	88	30,3	197,40	11,196
Medium	200	69,0	162,02	16,210
Low	2	0,7	111,50	0,707

A total of 290 nursing students participated in this study with 268 (92.4%) being female respondents and 22 (7.6%) being male respondents. The results of the psychological well-being of students were found that more than half of the respondents had moderate psychological well-being 69%, 30.3% high and 0.7% low respondents. Analysis of psychological well-being in each dimension was carried out to find out the description of the fulfillment of psychological well-being in each dimension during the COVID-19 pandemic.

DISCUSSION

The overall condition of psychological well-being of individuals in early adulthood during the pandemic COVID-19 is still in the good category (Sofa et al, 2020). Technological advances have helped individuals to fulfill dimensions of psychological well-being during a pandemic. Individuals use media to carry out social interactions and carry out various activities during the pandemic (Brailovskaia, Schillack, & Margraf, 2020). The ability to adapt to the environment and have excellent motivation during a pandemic can trigger the achievement of good psychological well-

1
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Psychological well-being during the Covid-19 pandemic among nursing students

being (Abascal & Díaz, 2021; Foa, 2020). Students have a psychological well-being condition in the moderate category during the ongoing pandemic. This could be because students have good coping strategies (Araque-Castellanos et al., 2020).

Pandemics have different effects on everyone (Evans et al., 2020). Based on research results almost all respondents have family and friends to support their closest people during the pandemic. Results research shows that both male and female respondents have good psychological well-being. According to research by Abascal & Díaz (2021), during a pandemic, there is a significant decline in psychological well-being lower in men than in women. Contrary to the research of Evans et al. (2020) which he thinks women are more at risk of having low psychological well-being associated with more women more likely to be tied to family responsibilities during a pandemic compared to men, although good men and women alike spend a lot of time at home and not working.

Base on results that students who had the support of the closest people during the pandemic showed higher psychological well-being scores than those who did not have the support of people closest. According to Sharifian & Gruhn (2018), there is a positive relationship between social support from family and friends with psychological well-being. In addition, effective interpersonal communication with family during pandemics can improve psychological well-being (First et al., 2021). Socio-economic problems affect the effects of the pandemic on individuals, families experiencing economic hardship are likely to be affected more than a pandemic (Evans et al., 2020). Research shows that threats to economic conditions during a pandemic can have a negative impact on psychological well-being (Sokolowska et al., 2020). Results research shows nursing students with lower-class economic status show an average score lower psychological well-being than respondents with middle-and upper-class economic status. This It can show that the more fulfilled the economic needs, the better the welfare condition psychological possession.

The influence of psychological well-being can be different at each level of education related to psychological well-being there is a negative correlation between mental health problems and psychological well-being (H. Chen et al., 2009; He et al., 2018; Liu et al., 2009), according to Rathnayake et al. (2016), believed a mental health problem finding in first- and last-semester students. Based on research results found in 2017 as fourth-year students had an average score of psychological well-being more low compared to beginning years students in 2018, 2019, and 2020. Possibility relates to increased academic tasks, the desire to get the best grades, and anxiety about the world of work (Moreira & Furegato, 2013).

The results showed that students from the early adult age group had psychological well-being which is lower than that of students from the late adolescent age group. Research shows that there are differences in psychological well-being in the age group of late teens and adults where there is a decline in psychological well-being when the respondent enters early adulthood (Miething et al., 2016). Research by Anglim & Horwood (2021) shows that the young adult age group experienced a decline in welfare levels during the COVID-19 pandemic. According to Knepple et al. (2021) students who belong to the age group of young adults are more affected by the pandemic where they show more increased stress and negative affect.

Based on the results of the study, it is seen that the dimensions of psychological well-being with the highest score are on the dimensions of self-development and good relations with others, while the lowest is dimensions of autonomy and self-acceptance. The high score on the self-development dimension shows that students can develop their potential during the pandemic. This can be related to the emergence of Fear of Missing Out (FOMO) in individuals that occurs due to limited space during the pandemic (Hayran & Anik, 2021). Individuals feel that they have lost the opportunity to get new experiences which cause individuals to tend to spend their time learning new things during the pandemic. One of the online

1
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Psychological well-being during the Covid-19 pandemic among nursing students

shopping platforms, Lazada, said that several new habits emerged during the pandemic in society such as cooking, doing handicraft activities (Do It Yourself), and gardening. The Search for items such as cooking tools, garden tools, and craft tools in the search system during the pandemic period. In addition, the activities of participating in webinars and online classes have become popular during this time pandemic. According to Forbes, searches for "online lectures" and "free online lectures" on the Google search system increased during the pandemic compared to before the pandemic.

The public also shows an interest in webinars and good enthusiasm when taking part in webinars compared to before the COVID-19 pandemic. This shows that the individual has a desire to improve their skills and develop their potential during the pandemic. Learning new things at the time during the pandemic so that there are many people who use their time to learn new things or do their hobbies.

The high score on the dimensions of good relations with others shows students can maintain good relations with others during the COVID-19 pandemic because of ongoing social interaction of students both face-to-face, virtually through the media video conferencing or sending messages via social media so that good relations can still take place. In addition, individuals use the availability of social media to interact with as many other people as possible without being constrained by distance.

Research by Boursier et al. (2020) and Gioia et al. (2021) showed that there was an increase in time the use of social media in the young adult age group during isolation. According to research Brailovskaia et al. (2020) the purpose of using social media during a pandemic includes: performing social interactions with friends, maintaining good relations with distant friends and relatives, and taking part in activities with friends. The form of virtual communication is now not only as messages brief messages and voice messages but also via video calling features that can display images interlocutor (Koeze & Popper, 2020). Maintaining good relations with others and spending time well causes individuals to be less

lonely, have control over themselves, and feel satisfied with themselves so that they have good psychological well-being (Teresa et al., 2021).

The results indicate students can meet the dimensions of environmental mastery during the pandemic. A study shows that an individual's ability to determine and create an environment that is suitable for their physical and psychological conditions to decrease in the usual week until a week before the pandemic and the value remains at the same average during the pandemic period (Abascal & Diaz, 2021). This can show that over time individuals are able to adapt and create an environment suitable for their physical and psychological conditions during the pandemic. According to the results of research that the value of the environmental mastery dimension in most students of the Faculty of Nursing Unpad is still in the medium and high category. Reduced external pressure during the pandemic causes the situation to weaken during the pandemic so that in this condition the individual becomes easier to regulate the environment.

The condition of students' psychological well-being in the dimension of life goals is in a good category. According to Hemanth (2020), appears demotivated during the pandemic caused by missing long-term goals or short term. The individual's willingness to learn new things and develop his potential pandemic can be a factor that supports the emergence of new goals both for the long term and short. Research shows that although there is a drop in mood when the virus first spreads, The mood that improves again when the situation stabilizes can be a factor in the dimensions of life's goals that can meet during the pandemic (Foa, 2020).

Low levels of autonomy relate to reducing freedom during the pandemic (Cantarero et al., 2021). Reduced freedom causes individuals to feel out of control of themselves and feel constrained so that which can lead to low individual positive attitudes towards themselves.

In addition, the limited space for movement during the pandemic causes individuals to cannot achieve their goals and satisfaction, causing

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Psychological well-being during the Covid-19 pandemic among nursing students

individuals to experience low self-acceptance ((Ufi et al., 2020). Students have a high desire to continue to develop but are lacking in providing a positive view of him during the pandemic.

Locus of Control (LOC) is one factor that can affect psychological well-being. LOC is a person's measurement of controlling behavior-dependent reinforcement certain (Mubarizi et al., 2020). Individuals with an Internal Locus of Control (LOC) have high self-esteem, positive self-regard, better self-esteem, and self-perspective compared to individuals with External LOC (Cazan & Dumitrescu, 2016). Individuals with external LOC felt they cannot affect the results to be got, while the internal LOC believes he has control over the results. It is possible that during the pandemic individuals with external LOC lose control resulting in decreased psychological well-being (Tan et al., 2021). This can be a factor in decreasing self-acceptance during the pandemic as a result of a positive decrease in self-esteem.

From the description above, it can be concluded that almost all students of the University's Faculty of Nursing Padjadjaran have good psychological well-being during the COVID-19 pandemic. This can be interpreted that students are able to fulfill self-development, maintain good relations with others, able control the surrounding environment, and have a purpose in life, but lack autonomy and self-acceptance during a pandemic. Pandemics have different effects on the psychological well-being of individuals who can be influenced by various factors in his life.

In addition to demographic factors, economic status, and the support of the closest people, psychological well-being can be influenced by the coping strategies used by the individual. According to Teresa et al. (2021) individuals who use passive coping strategies during a pandemic such as playing video games, watching TV, not doing activities tend to have low psychological well-being. Passive coping strategies using social media are not too beneficial because the use of digital media can cause low psychological well-being (Twenge, 2019). Whereas individuals who have welfare high psychological well-being are known to tend to use

coping strategies that take advantage of opportunities to grow, spend time with family, rest, slow down, reflect, and spend time for themselves (Teresa et al., 2021). In addition, it is known that mental problems such as anxiety and depression experienced by those closest to you during the pandemic can affect mental health and psychological well-being (Evans et al., 2020).

CONCLUSION

Based on the results of the study, concluded that during the COVID-19 pandemic more than half of the students of the Faculty of Nursing, Universitas Padjadjaran had moderate psychological well-being. Based on the characteristics, known that individuals who have the support of their closest people during the pandemic are the age group of late teens, have middle-and upper-class economic status, and are not final year students have higher psychological well-being compared to individuals who do not have the support of their closest people, are the age group. early adults have lower-class economic status and are last-year students. The highest dimensions of psychological well-being are in the dimensions of self-development and good relations with others, while the lowest values are in the dimensions of autonomy and self-acceptance.

SUGGESTION

Psychological problems, anxiety, and stress during the pandemic can reduce psychological well-being in students. To improve the psychological well-being of nursing students, educational institutions can cooperate with the field of psychiatric nursing to provide online counseling services for nursing students hoping through counseling programs can reduce the psychological pressure experienced by students so that the condition of psychological well-being can improve.

1
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Psychological well-being during the Covid-19 pandemic among nursing students

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Psychological well-being during the Covid-19 pandemic among nursing students

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