

A study to assess the psychological well-being among students preparing for competitive exams in selected institute at Puducherry.

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Abstract: Stress among students is being increasingly recognised as a major mental health problem. The burden of stress is found to be on the rise over the years due to greater recognition, awareness and media influence. A cross sectional descriptive research design and total of 230 students preparing competitive exams were selected by convenient sampling technique. The data was collected by using Warwick Edinburgh Mental Well Being Scale. The study results revealed that the students preparing competitive exams, most of them, (54.78%) had moderate level of psychological well-being, (29.57%) had high psychological well-being and (15.65%) had low level of psychological well-being. The study concluded that that awareness is seeded for the students preparing for competitive exams with constant support. Hence the psychological support can make a students have better future.

Keywords: Psychological well-being, students, competitive exams, Puducherry.

1. INTRODUCTION:

Stress is common in every individual life. According to Webster Dictionary " Stress includes bodily or mental tension and may create various disease among the individual in medical term stress is related to physical and psychological problem are behind bodily and mental tension". When the matter of preparing for a competitive examination for getting a good job at the same time students have faced high levels of stress. It is the large number of competitors and narrow employment opportunities are the limited number of fruitful jobs. ⁽¹⁾

A low level of stress can motivate the students and help them to become more effective and achieve the goals. But too much of stress may have a negative effect on their preparation. It can affect their health, goal and interpersonal relationship and it lead mental tension among the students. ⁽²⁾

A competitive examination tells all about the students knowledge. It rank students on the base of their knowledge. It gives them a perfect rank, position or designation by considering their performance in particular competitive exam. In India majorly government sector, high rank institute and university, some private and public sector conduct major competitive exam. ⁽³⁾

Environmental stress, the students cognitive evaluation and coping strategies for those stressors and the students psychological or physiological response to those stressor all combine to create as students experience of academic stress. Examining the causes and effect of academic stress in different country, cultures and ethnic group is essential. Every kids want to do well in school so that they can win glory to themselves and family and advance in society. As a result, academic standards are set excessively high and students, especially adolescents, are put under incredible strain. ⁽⁴⁾

Depression is a common but serious mood disorder. Current research suggests that depression is caused by a combination of genetic, biological, environment, and psychological factors. It can happen at any age, but often begins

in adulthood. Depression is now recognized as occurring in children and adolescent. Many chronic mood and anxiety disorders in adults begin as high levels of anxiety in children. Depression among students is being increasingly recognized as a major mental problems. The burden of depression is found to be on the rise over the years due to greater recognition, awareness and media influence. ⁽⁵⁾

Competitive exams have become a ubiquitous part of the education system, especially in countries like India and China, where they are significant determinant of academic and professional success. While these exams are intended to provide equal opportunities to all students and identify merit, they often result in increased pressure, stress, and anxiety among students, which can adversely affect their mental health. The intense competition, societal expectations, and institutional pressure to succeed in these exams have led to a rise in mental health issues such as depression, anxiety, and burnout among students. ⁽⁶⁾

Psychological distress and depression in turns adversely affects peer & familiar relationships and May even had to suicide. Multiple instances of suicide by students who anticipated failure in NEET were repeated from different parts of India in the Past. As per (NCRB), about our Present of suicide in India during 2021 is due to failure in examination. ⁽⁷⁾

Despite the increasing concerns about the impact of competitive exams on students ,, mental health, there is limited research on this topic. Therefore, this project titled “A study to assess the psychological wellbeing of the student preparing for the various competitive exam” aims to explore the experiences and perspectives of students who have taken or are preparing for a competitive exams.

2. MATERIALS & METHODS:

Design: Cross sectional descriptive research design was adapted for the present study.

Sample Size: 230 students preparing competitive exams were selected for the study.

Sampling Technique: Convenient sampling technique was used to select the samples.

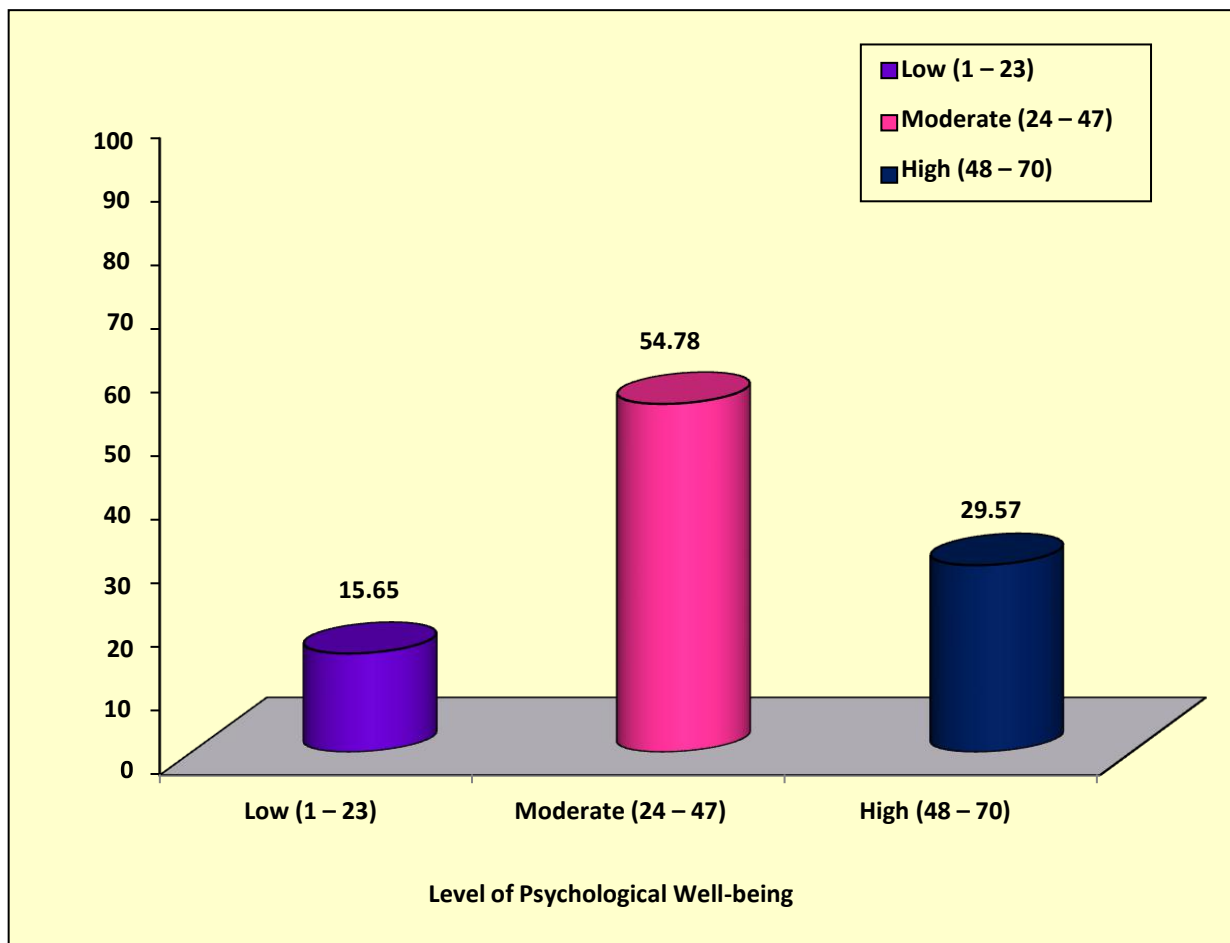
Data collection Procedure: Formal written permission has been obtained from the institutional ethical committee and also setting permission from the selected coaching center at Puducherry. A convenient sampling technique was used to select the participants. The informed consent will be obtained from the study participants and the level of psychological well-being will be assessed by using Warwick Edinburgh Mental Well Being Scale. The collected data were computerized and analyzed using SPSS version 25. The data was analyzed using descriptive statistics (distribution, mean, standard deviation) and inferential statistics (chi-square value test).

3. RESULTS:

Percentage distribution of demographic variables among students preparing competitive exams. most of the students preparing for competitive exams, 173(75.2%) were aged between 18 – 20 years, 145(63%) were female, 157(68.3%) were 12th passed out, 171(74.3%) were Hindus, 123(53.5%) were residing in rural area, 167(72.6%) were living with both parents, 188(81.7%) were staying, 119(51.7%) had only father employed, 118(51.3%) liked the coaching institute, 149(64.8%) of students coaching expenses were met by parents, 68(29.6%) had spend 2 – 5 hrs in coaching institute, 156(67.8%) had accessed mobile phones, 125(54.3%) had accessed to social media, 68(29.6%) had spent <1 hr on internet and social media site in a day, 87(37.8%) were encouraged, helped and cared by teachers always and 121(52.6%) had retried if not selected in the exam.

Percentage distribution of students preparing competitive exams, most of them, (54.78%) had moderate level of psychological well-being, (29.57%) had high psychological well-being and (15.65%) had low level of psychological well-being. (**Figure 1**)

Figure 1: Percentage distribution of level of psychological well- being among students preparing competitive exams.



The mean score of social media addiction was 91.14 ± 9.19 . The median was 91.0 with minimum score of 64.0 and maximum score of 115.0 (Table 1)

Table 1: Assessment of psychological well-being among students preparing competitive exams.

N = 230

PSYCHOLOGICAL WELL-BEING	SCORE
Minimum score	20
Maximum score	63
Median	36
Mean	40.42
Standard deviation	13.24

The demographic variable educational status ($\chi^2=21.391$, $p=0.0001$) had no statistically significant association with level of psychological well-being among students preparing competitive exams at $p<0.001$ level. The demographic variable time spent in coaching institute ($\chi^2=17.067$, $p=0.009$) had no statistically significant association with level of psychological well- being among students preparing competitive exams at $p<0.01$ level. The demographic variable coaching expenses met by ($\chi^2=14.004$, $p=0.030$) had no statistically significant association with level of psychological well-being among students preparing competitive exams at $p<0.05$ level.

4. DISCUSSION:

A Cross sectional descriptive research design was used to this study. Total of 230 students preparing competitive exams were selected by convenient sampling technique. The first objective was to assess the level of. The psychological will being among students preparing for competitive exams, result exhibited that, distribution of students preparing competitive exams, most of them, (54.78%) had moderate level of psychological well-being, (29.57%) had high psychological well-being and (15.65%) had low level of psychological well-being. The present study was supported by the previous study of Ashish Shrivastava, (2018) have conducted a study regarding assessment of depression, anxiety and stress among students preparing for various competitive exams. It is a descriptive type of study and research design is cross-sectional. Study population for the study is students preparing for various competitive exams. Sample for the study is 400 students of 4 different coaching institutes in Jabalpur. The DASS is a 21 item self-reported questionnaire is used as the tool. The result of the study is 19.5% were found to be in a mild depression, 20.3% in moderate depression and 8.8% were found to be severely depressed. 21.8% were found to be mildly anxious, 17.8% with moderate anxiety and 27.3% with sever anxiety. 19% were mildly stressed, 14.8% were moderately stressed and 7.5% were having severe stress.⁽⁸⁾

The second objective is to find the Association of level of psychological well-being among students preparing competitive exams with selected demographic variables. The study findings revealed that the demographic variable educational status ($\chi^2=21.391$, $p=0.0001$) had no statistically significant association with level of psychological well-being among students preparing competitive exams at $p<0.001$ level. The demographic variable time spent in coaching institute ($\chi^2=17.067$, $p=0.009$) had no statistically significant association with level of psychological well-being among students preparing competitive exams at $p<0.01$ level. The demographic variable coaching expenses met by ($\chi^2=14.004$, $p=0.030$) had no statistically significant association with level of psychological well-being among students preparing competitive exams at $p<0.05$ level. The present study was supported by the previous study of Sasikumar (2019) have conducted a study regarding examination stress and academic achievement in English of ninth standard students in Pudukottai Education district. The findings of the study indicate that high and low academic performing students differed significantly on parent's educational status, students residence and location of schools and in overall sources of examination stress.⁽⁹⁾ The present study was supported by the previous study of Janakirama Marimuthu,(2022) have conducted a study regarding Prevalence of anxiety and depression among students appearing for NEET examination in a rural and urban area of Tamil Nadu. There was statistical association between gender, school issues, family issues, socio-economic status and anxiety and depression.⁽¹⁰⁾

5. CONCLUSION:

The study concluded that the most of them are having high level of physical and psychological wellbeing. Further the results indicate that awareness is seeded for the students preparing for competitive exams with constant support. Hence the psychological support can make a students have better future.

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