



A DESCRIPTIVE STUDY TO ASSESS THE ADJUSTMENT PROBLEMS OF FIRST YEAR B.Sc. NURSING STUDENTS IN A SELECTED COLLEGE AT MANGALORE.

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ABSTRACT

Introduction: Adjustment is the ability of an individual to cope with internal needs and external demands. College life, especially nursing education, brings major academic, social and emotional challenges that can lead to stress and adjustment problems. Nursing students face additional pressure due to heavy work load, clinical exposure, and high expectations. First year nursing students are particularly vulnerable as they adjust to a new environment and hostel life. understanding their adjustment problems is essential to provide timely support, improve coping skills, and enhance academic Performance and mental well-being.

Objectives: To identify the adjustment problems among 1st year B.Sc. nursing students. To find out the association between adjustment issue and selected baseline Proforma.

Methodology: A survey approach was used for this study. The data was collected by administering the rating scale in the classroom. 80 students of 1st year B.Sc. Nursing were selected from a selected college of Nursing Mangalore using convenient sampling technique. Baseline Proforma and structured knowledge questionnaire tool used and data was analyzed using descriptive statistics.

Result: The result of the study showed that the majority (71.25%) of the samples were in the age group of 17–19 years. Most students (82.5%) were moderately adjusted, 12.5% were well adjusted, and 5% were poorly adjusted. Regarding academic factors, the majority of the samples (51.25%) were poorly adjusted, while the remaining (46.25%) were moderately adjusted, and others (2.5%) were well adjusted. Almost 65% of the samples were moderately adjusted to language factors. The remaining (18.75%) were well adjusted to factors related to language, and others (15%) were poorly adjusted. The majority (62.5%) of the samples were well adjusted to factors related to peer group, and the remaining (33.75%) were only moderately adjusted, while others (3.75%) were poorly adjusted. The majority (65%) of the samples were moderately adjusted to hostel accommodation. About 26.25% were poorly adjusted to the factors related to hostel accommodation, and others (8.75%) were well adjusted

Conclusion: The study concluded that the majority of first-year B.Sc. Nursing students were moderately adjusted. Academic and hostel-related factors were the main areas of concern. Early screening, mentoring programs, counselling services, and academic support systems are recommended to improve student adjustment and overall well-being.

Key Words: Adjustment, College life, Hostel accommodation, Nursing students.

INTRODUCTION

Adjustment refers to individual's ability to cope with internal and external demands, college life, especially in professional course such as nursing, involves major academic, social and emotional changes. These changes often lead to adjustment difficulties, which may result in stress and poor academic Performance if not managed effectively. Nursing students experiences greater challenges due to heavy academic workload, extensive clinical exposure, long hours, and high expectation in both theoretical and practical learning. Frequent exposure for patient care further increases emotional and physiological pressure, making adjustment an essential part of their professional development.

First year B.Sc. nursing students are particularly vulnerable as they adapt to a new academic environment, hostel life, and separation from family. Understanding the adjustment problem among these students is important to provide timely support, enhance coping strategies and promote their academic success and overall well-being.

OBJECTIVES

- To identify the adjustment problems among 1st year B.Sc. Nursing students.
- To find out the association between adjustment issue and selected baseline Proforma.



METHODOLOGY

A descriptive survey design was adopted for the study. The study was conducted at Athena College of Nursing, Mangalore. A total of 80 first-year B.Sc. Nursing students were selected using a convenience sampling technique.

Tools Used

1. **Baseline Proforma** (10 items)
2. **Structured Adjustment Rating Scale** (31 items)

Scoring Interpretation

- Poorly adjusted: 29–60
- Moderately adjusted: 61–92
- Well adjusted: 93–124

Data were analysed using descriptive statistics such as frequency and percentage. Institutional permission was obtained, and informed consent was secured from all participants.

RESULT

Organization of findings

The study findings have been organized under the following headings:

Section I: Description of baseline proforma

Section II: Level of adjustment of 1st year B.Sc. Nursing students

Section III: Factor-wise analysis of adjustment problems

Section IV: Comparison of adjustment problems with baseline proforma

Section I: Description of baseline proforma

This section deals with the description of the sample in terms of frequency and percentage which is presented in table 1.

Table 1: Frequency and percentage distribution of baseline proforma N = 80

No.	Baseline Proforma	Frequency	Percentage
1	Age in years		
	a. 17-19	70	87.5
	b. 20-22	8	10
	c. 23-25	2	2.5
2	Gender		
	a. Male	1	1.25
	b. Female	79	98.75
3	Religion		
	a. Hindu	17	21.25
	b. Christian	62	77.5
	c. Muslim	1	1.25
4	Residence		
	a. Home	74	92.5
	b. Hostel	6	7.5
	c. With relatives	0	-
5	Annual income		
	a. 15000	18	22.5
	b. 25000-50000	46	57.5
	c. above	16	20
6	Occupation of father		
	a. Unskilled	42	52.5
	b. Semiskilled	21	26.25
	c. Skilled	17	21.25
7	Occupation of mother		
	a. Unskilled	58	72.5
	b. Semiskilled	6	7.5
	c. Skilled	16	20



8	No. of children		
	a.1	4	5
	b.2	49	61.25
	c. 3	21	26.25
	d. Above	6	7.5
9	Previous academic Performance		
	a.90-100	17	21.25
	b.80-90	52	65
	c. below	16	13.75
10	Reason		
	a. Interest	60	25
	b. Family suggestion	20	20

The majority of students (87.5%) were aged 17–19 years. Most participants (98.75%) were female. The majority (77.5%) belonged to the Christian religion. Most students (92.5%) resided at home before joining the course. Over half (57.5%) had a family income between ₹25,000–50,000. The majority of fathers (52.5%) and mothers (72.5%) were unskilled workers. Most students (61.25%) belonged to families with two children. Regarding previous academic performance, 65% scored between 80–90%. The primary reason for choosing nursing was personal interest (75%).

Section II: Level of adjustments of 1st year B.Sc. Nursing students

This section deals with the level of adjustment of the samples.

Table .2 Frequency and Percentage Distribution of Baseline Characteristics of First-Year B.Sc. Nursing Students (N = 80)

Level of adjustment	Range of score	Frequency	Percentage
Well adjusted	93-124	10	12.5
Moderately adjusted	61-92	66	82.5
Poorly adjusted	29-60	4	5

It is evident from Table 2 that the majority of the samples (82.5%) were moderately adjusted. The remaining samples showed that 12.5% were well adjusted, while 5% of the samples were found to be poorly adjusted.

Section III: Factor-wise analysis of adjustment problems

Table 3 Factor-Wise Distribution of Adjustment Problems among First-Year B.Sc. Nursing Students (N = 80)

Factors	Poorly Adjusted F (%)	Moderately Adjusted F (%)	Well Adjusted F (%)
Academic Factors	41 (51.25%)	37 (46.25%)	2 (2.5%)
Language Factors	12 (15%)	52 (65%)	15 (18.75%)
Peer Group Factors	3 (3.75%)	27 (33.75%)	50 (62.5%)
Hostel Accommodation	21 (26.25%)	52 (65%)	7 (8.75%)
Homesickness	20 (25%)	47 (58.75%)	13 (16.25%)
Interpersonal Relationship (IPR)	1 (1.25%)	21 (26.25%)	58 (72.5%)

Table 3 shows the factor-wise distribution of adjustment problems among first-year B.Sc. Nursing students.”

Almost 65% of the samples were moderately adjusted to language-related factors. The remaining 18.75% were well adjusted to language factors, while 15% of the samples were poorly adjusted.

With regard to peer group factors, the majority of the samples (62.5%) were well adjusted. The remaining 33.75% were moderately adjusted, and only 3.75% of the samples were poorly adjusted.

In relation to hostel accommodation, the majority of the samples (65%) were moderately adjusted. About 26.25% of the samples were poorly adjusted to factors related to hostel accommodation, while the remaining 8.75% were well adjusted.

Regarding homesickness, more than half of the samples (58.75%) were moderately adjusted. About 25% of the samples were poorly adjusted, whereas 16.25% were well adjusted to factors related to homesickness. With respect to IPR factors, the majority of the samples (72.5%) were well adjusted. The remaining 26.25% were moderately adjusted, and only 1.25% of the samples were poorly adjusted.



Section IV: Comparison of adjustment problems with baseline proforma

This section deals with the comparison of adjustment problems with selected demographic variables. The data related to the comparison of adjustment problems with baseline proforma have been presented in Table 4 and Table 5.

Table 4: Comparison of adjustment problems with baseline proforma

Items	Poorly adjusted		Moderately adjusted		Well adjusted	
	F	%	F	%	F	%
Age in years						
17-19	-	-	13	16.25	57	71.25
20-22	-	-	1	1.25	7	8.75
23-25	-	-			2	2.5
Religion						
Christian	-	-	13	16.25	51	63.75
Hindu	-	-	1	1.25	14	17.5
Muslim	-	-	1	1.25		
Place of residence before joining Home						
Hostel	-	-	13	16.25	62	77.5
With relatives	-	-	2	2.5	3	3.75

Data in Table 4 show that the majority (71.25%) of the samples in the age group of 17–19 years were well adjusted. The majority of the samples (63.75%) belonging to the Christian religion were also well adjusted. Further, the majority (77.5%) of the samples who were staying at home before joining the course were well adjusted to the problems.

Table 5: Comparison of adjustment problems with baseline proforma

Items	Poorly adjusted		Moderately adjusted		Well adjusted	
	F	%	F	%	F	%
Income						
15000	-	-	2	2.5	16	20
25000-50000	-	-	7	8.75	40	50
Above	-	-	5	6.25	10	12.5
Number of children in the family						
1	-	-	-	-		
2	-	-	8	10	4	5
3	-	-	5	6.25	41	51.25
Above	-	-	2	2.5	17	21.25
					3	3.75

The above table shows that the majority (50%) of the samples were from families having an income between (25,000 –50,000) and were well adjusted. Further, (51.25%) of the samples from families with children were moderately adjusted.

DISCUSSION

The result of the study showed that the majority (71.25%) of the samples were in the age group of 17–19 years. The majority (81.25%) of the samples were well adjusted, and the remaining (18.75%) of the samples were moderately adjusted. Regarding academic factors, the majority of the samples (51.25%) were poorly adjusted, while the remaining (46.25%) were moderately adjusted, and others (2.5%) were well adjusted.

Almost 65% of the samples were moderately adjusted to language factors. The remaining (18.75%) were well adjusted to factors related to language, and others (15%) were poorly adjusted.

The majority (62.5%) of the samples were well adjusted to factors related to peer group, and the remaining (33.75%) were only moderately adjusted, while others (3.75%) were poorly adjusted.



The majority (65%) of the samples were moderately adjusted to hostel accommodation. About 26.25% were poorly adjusted to the factors related to hostel accommodation, and others (8.75%) were well adjusted.

CONCLUSION

The present study assessed the adjustment problems among first-year B.Sc. Nursing students in a selected college at Mangalore. The findings revealed that the majority of students were moderately adjusted overall. However, notable difficulties were observed in academic and hostel-related factors, indicating that the transition into professional nursing education presents significant challenges. While peer group and interpersonal relationship factors showed better levels of adjustment, academic pressure and environmental changes emerged as key areas of concern.

The results highlight the need for early identification of adjustment difficulties among first-year nursing students. Structured orientation programs, mentoring systems, academic support, and counseling services may help enhance coping abilities and promote smoother adaptation to college life. Strengthening institutional support mechanisms can contribute to improved academic performance, psychological well-being, and professional development of nursing students.

Further studies with larger samples and multi-institutional settings are recommended to generalize the findings.

CONFLICT OF INTEREST

None

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