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A study to assess positive thinking and social, emotional, academic adjustment among nursing students studying in a selected college of nursing Ludhiana, Punjab

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Abstract

Introduction: Positive thinking is an approach in which the individual enjoys the appropriate internal balance, get motivated & have satisfactory sense of humour. Students with positive thinking make an accurate judgement about their real problem and have social, emotional and academic adjustment which enable them to cope with college environment.

Aim: To assess positive thinking and social, emotional, academic adjustment among nursing students and to prepare and disseminate IEC material (pamphlet) regarding positive thinking skills among nursing students.

Methodology: A quantitative research approach & non-experimental descriptive survey design was used to assess positive thinking and social, emotional, academic adjustment. Data was collected from 400 nursing students of DMCH College of nursing, Ludhiana by using non-probability total enumerative sampling technique. Responses were collected on Modified PTSS (North side counselling) and Modified AICS (A.K.P. Sinha, 1980). Data was tabulated & analysed by using descriptive & inferential statistics.

Results: The study revealed that majority (49%) of the nursing students were in the age group of 20 – 22 years, (91.8%) female, (63%) from Sikh religion, (71%) from nuclear family, (93.8%) parents were living together, (26.2%) from B.Sc. (N) 1st year, (78.8%) were hostellers, (44%) were hostellers and (43.2%) were slept for more than 7 hours, (45.5%) had academic achievement 60% - 70%, (78.2%) were not attended any motivational training program, (50.5%) from middle class family.

Conclusion: The present study concluded that maximum of the nursing students had positive thinking and had average social, emotional, academic adjustment. There was a positive association between positive thinking and social, emotional, academic adjustment among nursing students.

Keywords: Positive Thinking, Social adjustment, Emotional adjustment, Academic adjustment, nursing students

Introduction

In human life thinking plays an important role. Behind our every action thinking is to be presupposed. It is an important mental process that helps to produce thoughts and to adjust in a particular situation. But it is unhelpful when negative thoughts are produced because it prevent us from recognizing our strengths ^[1]. This is primary peculiarity that is accepted as the capability to appreciate relations between the events but again it varies from individual to individual ^[2]. So, the positive thinking pattern enhance the competencies to recognize and to reinforce the human behavior ^[3].

Positive thinking is basically an individual's way of thinking that regularly seeks to acquire the best results from those situations which are unable to maneuver. Moreover, it emphasizes on mortal abilities to confront negative situations and focus on versatility. An optimistic person will never acknowledge the negative thoughts but will try to manipulate them. So, the optimistic thoughts will ultimately lead to the encouragement, feeling of well-being, high self-esteem and self-confidence whereas pessimistic thoughts will lead to poor decision making, lack of self-confidence, nervousness, anger and fatigue ^[4].

Meanwhile, positive thinking can help to achieve a realistic attitude towards self and others and it can increase self-esteem and ultimately students will have much more adjustability,

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which can further help them for achieving academic goals^[5]. Baekhordi revealed that the optimistic people will experience fewer difficulties as compared to pessimistic people as they made possible efforts to cope up with worst conditions which will help them to adapt in such circumstances^[4].

Simultaneously the positive emotions change the thinking and behavioral characteristics of a human being towards a positive trend^[6]. That means with positive thinking individual make an accurate judgment about their real problems and are able to understand the relationship between thoughts, feelings, and behavior. This type of way of thinking will help them to know their authoritative role and make them feel how to do the mastery of their thinking in such circumstances. If an individual will learn to use positive thinking then they will be able to uplift their self-esteem whereas on the other hand if individual is disappointed about future because of pessimistic thoughts then that will increase the risk of psychological problems which can intervene with adjustment^[7].

Henceforward, adjustment is a dynamic, interactive, and an ongoing process in which an individual varies his behavior to produce a friendly relationship between himself and surroundings^[8]. Likewise students can be considered either maladjusted or well adjusted. So the well-adjusted students take initiative for their growth and development in all aspects like intellectual, social, emotional, and physical and they are also able to cope up with the challenges and difficulties that they face in their day to day life which will ultimately lead to the sense of safety and security^[9]. Conversely if they are maladjusted then they will have trouble with their surrounding and self.

As per the World Health Organization (WHO) approximately 20.6% of the total population of 846 million in India consists of youth between 15 – 24 years of age. For young students, the college period in which they feel the pressure to achieve in a competitive world and to fulfill responsibilities^[10]. Another statistical data given by Sevak S. exhibit that 68.9% students were worrying about examinations, 79.3% were unable to concentrate on studies, and 80.20% do not share problems, 67.82% having difficulty to communicate and 7% face difficulty in making friends^[9].

When an individual face difficulty in adjustment, it will ultimately lead to stress. That's why college students are at high risk of having psychological problems due to stress because they are away from home and need a little guidance regarding various ways to cope up with the problems they are facing and also how to get adjusted in a new environment too^[9]. The coping process will maintain the balance between own desires and the situation will accelerate satisfaction^[12].

Accordingly if they are unable to cope up with the situation it will affect the different areas of adjustment like social, emotional, academic, health and home. Eventually social adjustment means the individual is able to adjust himself or herself with others and in the group successfully. Nowadays it is expected from students to get easily adjusted to social life by fulfilling their social needs^[13]. Likewise psychosocial adjustment is the ability of a human being to perceive reality and to respond to it in a way that supports his or her own emotional and physical well-being and that of others in the social environment.

Analogously it includes various factors like the personal and psychological needs which should be full filled, knowing own strengths and limitations, student's competences to fulfill their basic needs and their capacities how to react to external stimulus^[14]. These factors will help the students to increase their level of social adjustment. When some aspect of mental functioning and decision making is altered, healthy coping processes get deteriorated and at that time positive thinking helps the students to cope up with the maladjusted behavior.

Additionally, the emotional adjustment is also the ability of an individual to accept both the positive, negative emotions producing the situation in a stable and realistic way. Consequently emotional adjustment helps students to maintain the balance between the physical and psychological needs that can be satisfied by socially acceptable behavior which helps them to recognize their own emotions like anger, fear, and discouragement and also not to be ruled by them^[15]. From an academic view emotional adjustment motivates them to meet their academic demands.

Like so, for the achievement of academic demands, the academic adjustment also plays an essential role. Basically in academics the adjustment is the students' positive attitude towards their profession which improves their academic achievement and avoids emotional imbalance. For that reason good academic adjustment create balance in the emotional, social, and intellectual needs and satisfaction related to academics^[16]. This balance motivates the students and actually helps them to achieve their ambitions.

Identically academic adjustment includes further different factors like motivation for learning, a sense of purposefulness and competency to satisfy their aims.¹⁴ These factors will be helpful for good academic adjustment among students. The nursing students have great exposure in academics as well as in clinical due to this crowded curriculum. They face a marked level of distress. In the clinical training the student nurses are exposed to various types of stressful events as they provide care to the patients in different situations. Even in the universities, the students are not able to normalize their state of mind as they are facing various challenges^[17].

The research was done by Belete Asmar Yigzaw (2018) revealed that 19.4% had an institutional adjustment, 18.1% had academic adjustment followed by 18.4% had an emotional adjustment and 8.4% had a social adjustment^[18]. A good adjustment in different areas like social, emotional, and academic helps students to overcome difficulties. On the other hand, poor adjustment leads to low academic achievement, behavioral problems. So, positive thinking is needed for adequate adjustment in college, home, and society.

When students get familiar with their adjustment problems and learn how to resolve them they would be able to think positively and will be able to make decisions efficiently. Sooner or later the positive thinking of students will help them to influence their attitude and behavior towards a troubling situation. That's why the change in their attitude is needed which will ultimately lead to optimistic behavior that helps the students to adjust socially, emotionally, and academically. So last but not least good adjustment helps students to overcome the challenges they are facing.

Material and methods

The methodology of research indicates the general pattern of organizing the procedure of gathering valid and reliable data for investigation. It is a brief description of the different steps taken to conduct the study. It includes strategies to be used to collect and analyse the data to accomplish the research objectives. This chapter deals with the description of methodology adopted for descriptive study to assess positive thinking and social, emotional, academic adjustment among nursing students studying in a selected college of nursing Ludhiana, Punjab.

Research approach

A quantitative research approach was used to collect quantitative data on positive thinking and social, emotional, academic adjustment among nursing students.

Research design

A descriptive research design was used to collect the required and necessary information about positive thinking and social, emotional, academic adjustment among nursing students.

Research setting

The present study was conducted at DMCH College of nursing, Malakpur, Ludhiana, Punjab. The criteria for selecting the study was availability of subjects, feasibility of conducting the study, economy of time and easy access, familiarity of the researcher with the setting, expected cooperation and administrative approval for conducting the study.

Target Population

The target population of the present study was B.Sc. Nursing students of DMCH College of Nursing, Malakpur, Ludhiana, Punjab.

Sample and Sampling Technique

Sample

Sample comprised of B.Sc. Nursing 1st year, 2nd year, 3rd year, 4th year students.

Sampling Technique

Total enumerative sampling technique was used to collect sample.

Sample Size

Sample size was determined by using power analysis formula. It was found to be 400 B.Sc. nursing students.

Inclusion and Exclusion Criteria

Inclusion Criteria

Nursing students who will be:

- Studying in B.Sc. Nursing program in college of Nursing.
- Available at the time of data collection.

Exclusion criteria

Nursing students who will be:

- Having any psychiatric illness diagnosed by psychiatrist.
- Not willing to participate in the study.

Selection and development of research tool

The most important aspect of investigation is the collection of appropriate information which provides necessary data to answer the question that will be raised in the study. So, the tool was developed on the basis of:

- An extensive review of literature.
- Opinion and suggestions of experts from nursing, psychiatry and research field.

Socio-Demographic profile, Modified Positive Thinking Scale by Northside Counselling and Modified Adjustment Inventory for College Students by A.K.P.Sinha in 1980 were found to be appropriate and selected to assess the positive thinking and social, emotional, academic adjustment among nursing students.

Description of tool

The tool comprised of three parts:

Part I: Socio-demographic Profile

Socio demographic profile included age, gender, religion, type of family, parental marital status, class, place of stay, duration of stay, hours of sleep/day, academic achievement, motivational training program, and socio-economic status.

Part II: Modified Positive Thinking Scale by Northside Counselling.

Modified Positive Thinking Scale by Northside Counselling (Sydney) consisted of 28 items rating scale to assess the positive thinking among nursing students. Each item is rated on a five point rating scale ranging from 1 to 5 where 1 corresponds to never, 2 corresponds to rarely, 3 corresponds to sometimes, 4 corresponds to often and 5 corresponds to always. Maximum score of the tool was 140 and minimum was 28.

Part III: Modified Adjustment Inventory for College Students by A.K.P.Sinha in 1980.

Modified Adjustment Inventory for College Students by A.K.P.Sinha in 1980 consisted of 70 items. This inventory categorized into 3 major domains: social, emotional and academic adjustment. Each item is rated on a two-point scale (yes/no). This tool includes 17 items of social adjustment, 30 items of emotional adjustment and 23 items of academic adjustment. Maximum score of the tool was 70 and minimum was 0 (zero).

Validity of tool

Tool and pamphlet were given to experts from the field of Nursing and Psychiatry for content validity. The expert's suggestions and corrections were incorporated and tool was modified accordingly. The tool was found to be valid for the study.

Reliability of Tool

The Modified Positive Thinking Scale by Northside Counselling and Modified Adjustment Inventory for College Students by A.K.P. Sinha in 1980 are modified standardized tool. The reliability of the tool is $r = 0.90$ for Modified Positive Thinking Scale by using Cronbach's alpha and $r = 0.86$ for Modified Adjustment Inventory for College Students by using Test Retest method.

Hence both the tools were considered reliable. Modified Positive Thinking Scale and Modified Adjustment Inventory for College Students are on public domain.

In the present study, the reliability was checked by Cronbach's alpha method and test retest method. The reliability of Modified Positive Thinking Scale was 0.9 and of Modified Adjustment Inventory for College Students it was 0.8.

Pilot Study

A pilot study was conducted with the following objectives:

- To assess the availability of the study subjects.
- To assess the feasibility and practicability of using the research tool.
- To refine and find out the procedural deficiency in methodology.
- To estimate the time required for each study subjects.

Pilot study was carried out in the month of November (2019) on 40 B.Sc. nursing students of DMCH College of nursing, Ludhiana, Punjab. Self-introduction was given to the participants and written informed consent was taken from the participants for the data collection. Self-reported method (pen paper method) was used to collect the data. It took 20 – 25 minutes to fill the tool. The tool was found to be feasible and methodology was found to be appropriate. The subjects of the pilot study were also included in the main research.

Data collection procedure

- Final data was collected in the month of December 2019.
- The formal permission was obtained from the ethical committee of a tertiary care hospital, Ludhiana to conduct a study on the nursing students of DMCH College of Nursing, Malakpur, Ludhiana, Punjab.
- A written permission was obtained from the Principal of DMCH College of nursing, Malakpur, Ludhiana, Punjab to conduct study.
- Sample was selected by non-probability total enumerative sampling technique.
- Self-introduction was given to the selected to the selected subjects. Subject information sheet was used to explain the purpose and procedure of study.
- Researcher explained the procedure to the study subjects prior to data collection. Students were assured that their responses will be kept confidential and used for research purpose only.
- Details of the study were also explained to the subjects.
- Informed written consent was taken from the subjects.
- Data was collected by self-report (pen and paper method).
- Data was collected regarding students profile including socio-demographic profile, modified positive thinking and modified adjustment inventory for college students using modified structured tool by self-report (pen and paper method).
- It took 20 – 25 minutes to collect the data. The responses collected from the subjects were kept confidential and used for research purpose only. Doubts raised were clarified and pamphlet was also given to them. It took 5-10 minutes to explain regarding the pamphlet. Total time spent on each subject was 35 – 40 minutes. The researcher did not face any problem during data collection.

Ethical Consideration

- Ethical clearance was undertaken from the Ethical Committee of DMC & Hospital, Ludhiana, Punjab.
- An informed consent was obtained from the subjects.
- A written permission was obtained from the Principal of DMCH College of nursing, Malakpur, Ludhiana, Punjab to conduct study.
- Subject information sheet was used to explain the purpose and procedure of the study and benefits of the study were also explained to the subjects.
- Anonymity of subjects and confidential of information was maintained during the study.

Plan of data analysis

- Descriptive and inferential statistics were used for analysis.
- The analysis of data was done in accordance with objectives of the study.
- Calculations were carried out with the help of Microsoft Excel and SPSS version 16.

The various statistical measures used for analysis were frequency and percentage distribution, mean, standard deviation, t test and ANOVA test, Cronbach's alpha, test retest method and correlation coefficient.

Discussion

Findings were discussed with the current and previously related research studies.

Plan of writing References

References are written in the format recommended by the research committee of DMC & Hospital, CON, Ludhiana and as per Vancouver's style, January 1993 guidelines as given by Baba Farid University of Health Sciences, Faridkot.

Discussion

This chapter deals with explanation of research findings, where the researcher presents the findings through critical analysis along with comparison with other similar findings. The present descriptive study was conducted to assess the positive thinking and social, emotional, academic adjustment among nursing students with the view to prepare and disseminate IEC material (pamphlet) regarding positive thinking skills.

Positive thinking is an approach in which the individual enjoys the appropriate internal balance, get motivated and have satisfactory sense of humour. Moreover it has a positive correlation with the mental health and it emphasis on individual abilities to confront with the negative situations and focus on positive side. So, the optimistic thoughts will ultimately lead to the encouragement, feeling of well-being, high self-esteem and self-confidence whereas pessimistic thoughts will lead to poor decision making, lack of self-confidence, nervousness, anger and fatigue.

Henceforward, adjustment is a dynamic, interactive, and an ongoing process in which an individual varies his behaviour to produce a friendly relationship between himself and surroundings. Likewise students can be considered either maladjusted or well adjusted. Students with positive thinking make an accurate judgement about their real problem. Social, emotional and academic adjustment may help to understand the relationship between thoughts,

feeling and behaviour and students may be able to cope up in a college environment.

A Quantitative research approach and non-experimental descriptive survey research design was used including 400 nursing students as sample residing in DMC&H College of nursing, Ludhiana, Punjab. Data was collected by using probability total enumerative sampling technique. Socio demographic profile, Modified Positive thinking skill scale and Modified Adjustment Inventory for college students (1980) developed by A.K.P. Sinha was used to assess positive thinking and social, emotional, academic adjustment among nursing students. Quantitative data was obtained by using self-reported (pen and paper) technique. Data was tabulated and analysis was done by using descriptive and inferential statistics.

The analysis of socio-demographic profile of nursing students revealed that out of 400 students score (49%) were in the age group of 20 – 22 years, score (91.8%) were female, score (63%) of them were Sikhs, score (71%) from nuclear family, score (93.8%) parents were living together, score (26.2%) were studying in B.Sc. (N) 1st year, score (78.8%) were hostellers, score (44%) were staying in Hostel/ Paying Guest Hostel and score (43.2%) were slept for more than 7 hours, score (45.5%) were scored 60% - 70%, score (78.2%) were not attended any motivational training program, score (80.5%) were attended Yes Plus program and score (50.5%) belonged to middle class family.

The following studies support the findings of the present study

Adem E, Jemal.E (2018) conducted a study on 422 students in Madawalabu University and reported that (72.2%) of the nursing students were in the age group of 18 – 22 years, majority (77.3%) parents were living together.

Anjani D.N, Bismi K.A (2016) conducted a study on 100 nursing students in Narayana Nursing College at Nellore District and results revealed that majority of the nursing students were in the age group 18 -19 years, majority (49%) were belongs Christian religion, (53%) of the nursing students were slept from 6 - 7 hours.

Priyanka Y.K (2011) conducted a study on 150 nursing students in selected college of nursing in Pune city and identified that majority (89.33%) of the nursing students were female, (74%) were from nuclear family.

Benny J, Divya. A (2017) conducted a study on 50 nursing students at selected college of nursing Kelambakkam Kanchipuram District Tamil Nadu and results revealed that majority (68%) of the nursing students were females and (84%) were belong to Hindu religion.

Raj J(2016) conducted a study on 40 students of Anbu College of nursing and reported that majority (82.5%) of students were females, (70%) were belong to nuclear family, (90%) were from Hindu religion, (72%) were hostellers and (37%) student's family monthly income were above 20,000.

Objective 1: To assess the positive thinking among nursing students

The findings of the present study revealed that maximum (93%) of the nursing students were inspiration to others, (28%) were moving in right direction but needs improvement. The mean positive thinking score was found to be (108.21 ± 13.42) among nursing students which means that the most of the nursing students had positive thinking.

Abdelrahim I, Humaida I (2013) who conducted a study on 430 subjects residing in the Kingdom of Saudi Arabia and

reported that the mean positive thinking score was (112.1 ± 17.16), the scores on positive thinking were significantly high at (p = 0.000) level which shows that majority of the subjects are inspired.

Bekhet K.A, Zauszniewski A. J (2013) conducted a study on 109 subjects resided in United States and concluded that the mean positive thinking score was (14.28 + 4.94) which showed that majority of the subjects are inspired.

A similar study executed by Jarrar G. A (2013) on 654 students from Jordanian University reported that majority of students have high degree of positive thinking which showed that majority of the students were inspired.

Findings of these studies support the findings of present study.

Objective 2: To identify the social, emotional, academic adjustment among nursing students.

The findings of the present study reported that more than half (57.8%) of the nursing students had average social adjustment, (68.5%) had average emotional adjustment and (43.8%) had average academic adjustment. The mean scores are (9.86) in social adjustment, (17.56) in emotional adjustment and (12.93) in academic adjustment among nursing students.

Chirag S (2012) on 120 students from six colleges of Rohtak city and reported that there was average social, emotional and educational adjustment among college students. The mean scores are (7.46) in social adjustment, (12.56) in emotional adjustment and (6.68) in educational adjustment among college students.

Nidhi, Muntazir M.K (2015) conducted a study on 80 college students from Dehradun District of Uttarakhand and findings revealed that there was average social, emotional and educational adjustment among college students. The mean scores are (8.02) in social adjustment, (11.78) in emotional adjustment and (8.91) in educational adjustment among college students.

Benny J, Divya. A (2017) conducted a study on 50 nursing students at selected college of nursing Kelambakkam Kanchipuram District Tamil Nadu and results revealed that majority of the nursing students had average degree of adjustment (60%).

Sharma P, Saini N (2013) conducted study on 110 students of urban and rural colleges of Jammu region and results revealed that majority of the nursing students had average social, emotional, health adjustment. The mean score of Health adjustment (6.88 ± 2.68), Social adjustment (9.1 ± 2.73) and Emotional adjustment (18.38 ± 4.04) among college students.

These studies are in the favour of findings of the present study.

Objective 3: To determine the association between positive thinking and social, emotional, academic adjustment among nursing students.

Findings of the present study reported that there was significant strong positive association between positive thinking and social, emotional and academic adjustment. In this study the mean difference is found to be statistically significant at p < 0.001.

Pourrazavi S.S, Hafezian M (2017) conducted a study on 30 students resided in Sari high school and reported that there was a positive association between positive thinking skills and social, emotional and academic adjustment of high school students. The results revealed that the positive

thinking skills had significant effect on social, emotional and academic adjustment of high school students at ($p=0.05$) level of significance.

Hafezian M, Razavi S.S (2014) conducted a study on 30 students reported that positive thinking skills have a positive effect on increasing social adjustment of students and the mean difference was found to be statistically significant ($P < 0.001$). The positive thinking skills has effect on Increasing Consistency Emotional positive effects on students and the mean difference was found to be statistically significant ($P < 0.001$). In case of academic adjustment the positive thinking skills also have positive effect on academic adjustment among students ($P < 0.001$).

These studies is in the favour of findings of the present study.

Objective 4: To find out the association of positive thinking and social, emotional, academic adjustment with socio-demographic variables of nursing students.

The findings of the present study revealed that gender and religion were found to be statistically significant associated with positive thinking among nursing students. The mean score (113.33 ± 12.92) was higher among males as compared to females and the mean score (117.14 ± 5.11) was highest among Muslims. It was observed that gender and religion was found to be significant at (0.02) and (0.05) level of significance and had impact on the positive thinking.

Abdelrahim I, Humaida I (2017) conducted study on 220 students of Aljouf University Saudi Arabia reported that gender was found to be statistically non-significant at ($p=0.06$) among students.

Jung Y.J, Hee Y. (2007) conducted study on 409 participants of Korean reported that the mean score of positive thinking among females ($M = 52.43$, $SD = 27.18$) was found to be higher as compared to males ($M = 48.24$, $SD = 28.98$) which was statistically non-significant at $p < 0.05$ level of significance. Furthermore, the mean score of positive thinking was found higher in high socio-economic ($M = 58.98$, $SD = 28.52$) status as compared to middle ($M = 52.43$, $SD = 25.74$) and low socio-economic status ($M = 41.75$, $SD = 29.84$) and it was also found to statistically non-significant at $p < 0.05$ level of significance.

Findings of the present study revealed that the association of social adjustment with duration of hostel/ paying guest hostel were found to be statistically significant at $p < 0.05$ level. Whereas, age, gender, religion, type of family, parental marital status, class, place of stay, hours of sleep/day, academic achievement of previous class, motivational training program, socio-economic status were not statistically significant associated with social adjustment among nursing students.

Sharma P, Saini N (2013) conducted study on 110 students of urban and rural colleges of Jammu region and results revealed that gender is found to be statistically non-significant at the level of $p = 0.54$ and has no impact on social adjustment.

Menaga, S, Chandrasekaran. V (2015) conducted a study on 300 college students in Thiruvannamalai District and results revealed that there was no significant difference in the adjustment of the college students with regard to their type of family at $p = 3.98$ level of significance.

Findings of the present study revealed that the association of emotional adjustment with parental marital status and gender were found to be statistically significant at $p < 0.05$

level. Whereas, age, religion, type of family, class, place of stay, duration of hostel/ paying guest hostel, hours of sleep/day, academic achievement of previous class, motivational training program, socio-economic status were not statistically significant associated with emotional adjustment among nursing students.

Subhash S, Banik S (2015) conducted study on 120 students of West Tripura District and results revealed that there was higher emotional adjustment in female (60%) as compared to male (30%) and it is found to be significant at $p = 0.05$ level of significance and it was concluded that gender had an impact on emotional adjustment.

Chauhan V (2013) conducted a study on 110 students of higher secondary schools of Durg district of Chhattisgarh state reported that the mean emotional adjustment score was found to be statistically significant at $p = 0.01$ and there was association of gender with emotional adjustment.

Menaga. S, Chandrasekaran. V (2015) conducted a study on 300 college students in Thiruvannamalai District and results revealed that there was no significant difference in type of family with regards of their adjustment ($p > 0.05$).

Devi N.A, Alisa K.B (2016) conducted a study on 100 nursing students in Narayana Nursing College at Nellore District and there is no significant association with age and hours of sleep/day with the adjustment. As the calculated value of age ($C = 7.50$) was less than tabulated value ($t = 9.49$) and also in hours of sleep the calculated value ($C = 9.71$) was less than tabulated value ($t = 12.59$).

Findings of the present study revealed that the association of academic adjustment with hours of sleep /day were found to be statistically significant at $p < 0.05$ level. Whereas, age, gender, religion, type of family, parental marital status, class, place of stay, duration of hostel/ paying guest hostel, academic achievement of previous class, motivational training program, socio-economic status were not statistically significant associated with academic adjustment among nursing students.

Esmael A, Ebrahim J (2018) conducted a study on 422 students in Madawalabu University there was no association between adjustment and religion, age. Gender had found to be statistically significant ($p < 0.05$) and had association with adjustment.

Benny J, Divya. A (2017) conducted a study on 50 nursing students at selected college of nursing Kelambakkam Kanchipuram District Tamil Nadu and results revealed that there was no significant association between academic adjustment with age, gender and religion at $p > 0.05$ level of significance.

These findings are congruent with findings of the present study.

Summary

Positive thinking is basically an individual's way of thinking that regularly seeks to acquire the best results from those situations which are unable to manoeuvre. Moreover, it emphasizes on mortal abilities to confront negative situations and focus on versatility. An optimistic person will never acknowledge the negative thoughts but will try to manipulate them. So, the optimistic thoughts will eventually lead to the encouragement, feeling of well-being, high self-esteem and self-confidence whereas pessimistic thoughts will lead to poor decision making, lack of self-confidence. Meanwhile, positive thinking can help to achieve a realistic attitude towards self and others ultimately students will have

much more adjustability, which can further help them for achieving academic goals. That's why the change in their attitude is needed which will sooner or later lead to optimistic behaviour that helps the students to adjust socially, emotionally, and academically.

Aim

To assess positive thinking and social, emotional, academic adjustment among nursing students and to prepare and disseminate IEC material (pamphlet) regarding positive thinking skills among nursing students.

Objectives

1. To assess the positive thinking among nursing students.
2. To identify the social, emotional, academic adjustment among nursing students.
3. To determine the association between positive thinking and social, emotional, academic adjustment among nursing students.
4. To find out the association of positive thinking and social, emotional, academic adjustment with socio-demographic variables of nursing students.
5. To prepare and disseminate the IEC material (pamphlet) on positive thinking skills among nursing students.

Conceptual framework was based on Roy's Adaptation Model described by Sr. Callista Roy (1964).

A quantitative research approach and descriptive research design was used including 400 nursing students as sample studying in DMCH, College of nursing Malakpur, Ludhiana, Punjab. Data was collected by non-probability total enumerative sampling technique. Socio-demographic profile, Modified rating scale to assess the positive thinking among nursing students given by Northside Counselling and Modified Adjustment Inventory for College Students was used to assess adjustment among nursing students given by A.K.P.Sinha in 1980 were administered to study subjects after taking verbal and written informed consent to assess the positive thinking and social, emotional, academic adjustment among nursing students. Data was obtained by using self-reported method.

Tool consisted of three parts

Part I: Socio-demographic profile

Part II: Modified Rating scale to assess the positive thinking among nursing students given by Northside Counselling.

Part III: Modified Adjustment Inventory for College Students will be used to assess adjustment among nursing students given by A.K.P.Sinha in 1980.

The data was analysed through descriptive (mean, frequency and percentage, standard deviation) and inferential statistics ('t' test, ANOVA, Cronbach's alpha, Test Retest method and correlation coefficient).

Major findings of present study

- Majority (49%) of the nursing students were in the age group of 20 – 22 years. The mean age was 19.73 years.
- Most (91.8%) of the nursing students were female.
- Maximum (63%) of the nursing students were Sikh.
- Majority (71%) of the nursing students belonged to nuclear family.

- Most (93.8%) of the nursing student's parents were living together.
- Majority (26.2%) of the nursing students were in B.Sc. (N) 1st year.
- Most (78.8%) of the nursing students were staying in hostel.
- Majority (44%) of the nursing students were staying in hostel since 1 – 2 years.
- Maximum (43.2%) of the nursing students were having sleep of > 7 hours.
- Majority (45.5%) of the nursing students were scored 60% – 70%.
- Maximum (78.2%) of the nursing students had not attended any motivational training program.
- Majority (50.5%) of the nursing students belonged to upper middle class family.
- Most (93%) of the nursing students were inspiration to others whereas (28%) were moving in right direction but needs improvement.
- Majority (57.8%) of the nursing students had average social adjustment, followed by (27%) had good social adjustment and (14.5%) had unsatisfactory social adjustment, but only (0.8%) of the nursing students had very unsatisfactory adjustment.
- Maximum (68.5%) of the nursing students had average emotional adjustment, followed by (18.2%) had good emotional adjustment and (13.2%) had unsatisfactory emotional adjustment.
- Majority (43.8%) of the nursing students had average academic adjustment, followed by (31.5%) had good academic adjustment and (19.8%) had unsatisfactory academic adjustment, but only (4%) of the nursing students had excellent adjustment, only (1%) of the nursing students had very unsatisfactory adjustment.
- Association of the mean social adjustment score was found to be statistically highly significant at ($p=0.000^{**}$). Correlation ($r = 0.190$) between positive thinking and social adjustment was found to be statistically highly significant at ($p = 0.000^{**}$)
- Association of the mean emotional adjustment score was found to be statistically highly significant at ($p=0.000^{**}$). Correlation ($r = 0.352$) between positive thinking and emotional adjustment was found to be statistically highly significant at ($p=0.000^{**}$).
- Association of the mean academic adjustment score was found to be statistically highly significant at ($p=0.000^{**}$). Correlation ($r = 0.359$) between positive thinking and academic adjustment was found to be statistically highly significant at ($p=0.000^{**}$).
- Association of gender and religion were found to be statistically significant at (0.02) and (0.05) level of significance.
- Association of duration of hostel/paying guest hostel which was found to be significant at (0.04) level of significance and had an impact on social adjustment.
- Association of gender and parental marital status which was found to be significant at (0.002) and (0.05) level of significance and had an impact on emotional adjustment.
- Association of hours of sleep/day which was found to be significant at (0.01) level of significance and had an impact on academic adjustment.

Conclusion

The present study concluded that majority of the nursing students were inspired and have average social, emotional and academic adjustment. It was concluded that there was strong positive association between positive thinking and social, emotional, academic adjustment among nursing students which indicates that when the students are having positive thinking then ultimately they are able to adjust socially, emotionally and academically. Although, the association of gender and religion with positive thinking was found to be statistically significant. Positive thinking was more among males and high among students belonged to Muslim religion. The association of social adjustment with duration of hostel/paying guest hostel was found to be statistically significant that means students who stayed in hostel/ paying guest hostel more than 3 years had better social adjustment. Meanwhile, the association of gender and parental marital status with emotional adjustment was found to be statistically significant this conveys that males and student's parents who are living together had higher emotional adjustment as compared to others. Simultaneously, the association of hours of sleep/day with academic adjustment was found to be statistically significant. Students who slept less than 5 hours had more academic adjustment.

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