



Original Article

Assessing Contentment with Life among Nursing Students at Private Nursing Institute Karachi, Pakistan

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ABSTRACT

Life contentment denotes the measure to which an individual finds joy in their life, encompassing contemplative reflections and constituting an element of overall happiness and self-well-being. **Objective:** To assess levels of contentment with life among nursing students. **Methods:** This cross-sectional study was conducted at a private nursing institute in Karachi, Pakistan, from October to December 2023. Additionally, a convenient sampling technique was used, with a total of ninety-eight student participants included in the study. **Results:** 98 participants reveal a predominantly young group (84% aged 18-24) with balanced gender distribution (49% male, 51% female) and diverse education levels (30% 1st year, 29% 2nd year, 16% 3rd year, 25% 4th year). Contentment levels varied (6.1% low, 37.8% moderate, 56.1% high). Demographic analysis showed no significant age differences based on gender or education years ($p > 0.05$). This comprehensive overview informs understanding of nursing student well-being. **Conclusions:** Most participants reported high life contentment, with no significant age differences based on gender or education years. Overall, the findings offer valuable insights into the well-being of nursing students, emphasizing the role of diverse demographics.

INTRODUCTION

Maintaining good health is crucial, ensuring your body functions well, enabling you to carry out daily tasks effortlessly, and likening it to an extraordinary power that enhances goal achievement and overall life enjoyment [1]. Contentment is crucial in shaping an individual's quality of life by impacting the presence and frequency of positive and negative emotions over time, ultimately contributing significantly to overall life satisfaction [2]. Life contentment is the degree to which an individual enjoys

their life, encompassing reflective thoughts about it and constituting a facet of overall happiness and self-well-being [3]. Health maintenance is intricately linked to the essential and significant impact of the positive emotion of contentment [4]. In higher education, assessing student satisfaction is widely recognized as a pivotal gauge of quality, with satisfaction generally reflecting students' evaluations of their overall learning experience and individual achievements [5]. Promoting contentment is a

vital aspect of the training and development of nursing students, as it greatly influences their journey toward becoming future nurses [6]. Contentment in life, as demonstrated through the subjective encounter of positive and/or negative emotions, constitutes a facet of one's overall well-being. This phenomenon is linked to the pursuit of significant objectives, where the achievement of these goals or the journey toward them can serve as a basis for satisfaction [7]. Student satisfaction can be regarded as a temporary mindset, reflecting the subjective evaluations made by students concerning the degree to which their expectations have been fulfilled or surpassed in a particular educational encounter [8]. Improving emotional intelligence can enhance a person's life by promoting thoughtful decision-making, better self-control, a positive demeanor, effective stress management, and confident self-talk, contributing to meaningful success and satisfaction in daily life [9]. For nursing students, stress comes from four things: doing practical work in clinical placement, learning theory, personal life, and social life [10]. Where Clinical placement is the setting of a physical environment in which students apply their theoretical knowledge to clinical practice [11]. Studies have demonstrated that simulation enhances the satisfaction, self-confidence, and knowledge of nursing students [12]. In the past, researchers studied what influences nursing students to choose their careers and also looked into what students expect from their education [13]. The organization and regulation of nursing practice have traditionally been established through specific laws, protocols, and health policies embedded within broader legal frameworks [14]. Longitudinal investigations into the career preferences of nursing students consistently indicate a misalignment between their inclinations and the provision of care for older individuals, accompanied by reservations about engaging in long-term care settings [15]. Examining the level of learners' satisfaction has consistently been a crucial benchmark for measuring the effectiveness of educational systems, as the success of educational courses is heavily dependent on student satisfaction [16]. In global comparisons, students' life contentment levels differ. Regardless of cultural or linguistic factors, a significant number report high contentment, while a noteworthy minority expresses a lack of contentment [17]. International students in Norway generally reported good life contentment, with those from Europe and North America expressing higher levels than their counterparts from Africa and Asia [18]. India's 114th position out of 153 countries in the 2020 World Contentment Report indicates lower contentment levels, potentially affecting students' learning and diminishing qualities like endurance, honesty, diligence,

determination, self-awareness, and compassion [19]. Academic contentment implies that students with elevated life contentment tend to exhibit more favorable academic characteristics compared to those with lower life contentment, including heightened engagement, increased academic self-efficacy, reduced stress, positive achievement goals, and higher overall achievement [20]. The assessment of student contentment with their clinical placement is imperative to fulfill their needs [11]. Where clinical placement is the setting of a physical environment in which students apply their theoretical knowledge to clinical practice [11, 21]. Utilizing structural equation modeling, the researchers verified a contentment conceptual model derived from a survey of 2687 university students across different courses. Their findings highlighted institutional variables, specifically 'Image,' 'Value,' and 'Perceived Quality,' as the most influential factors affecting student satisfaction [5]. This research endeavors to investigate the levels of contentment with life among nursing students, recognizing the pivotal role that well-being plays in both academic achievement and professional development.

METHODS

A descriptive cross-sectional research design with a quantitative approach was employed to assess the level of life contentment among nursing students. The present study was conducted in a private Nursing School in Karachi, Pakistan. The chosen school was Horizon School of Nursing and Health Sciences, a private nursing school. The target population for the current study was Bachelor of Science in Nursing students in the academic year of 3rd and 4th. The sample size was calculated through Open Epi with a 95% confidence interval with a population of 150, and the calculated sample size was 98. The Inclusion criteria consist of Both males and females and 18 years and above. The Exclusion criteria consist of Diplomatic Nursing students and those Below 18 years. For this study, we use convenience sampling to select participants from the chosen study setting. The study duration was from November 2023 to December 30, 2023. Upon obtaining approval for data collection from the authorized party, data were gathered upon securing consent. The researchers verbally and in writing elucidate the study's rationale, objectives, methodology, and significance to the participants. Subsequently, participants complete the questionnaire online. To collect data, authorization was sought from a designated representative of the institute with reference number (HSNHS/2023/488) and date (5/11/2023). Subsequently, every participant was required to sign an informed consent form. The researchers are committed to preserving the anonymity and confidentiality

of the participants, and no one is compelled to participate in the data collection process. The survey tool has been adopted from Lavallee *et al* [22]. Perceived global satisfaction with one's life is generally thought to be above average. The study reported that the average Anglo-American's life satisfaction may be more accurately described as neutral. The CLAS is a measure developed to assess life satisfaction to better understand differences in subjective well-being. Respondents indicate the extent to which they agree or disagree with the items on a 7-point scale on which strongly disagree to strongly agree. The tool's total score was 35 and it's divided into three categories. High commitment: 24 to 35 marks, Moderate commitment: 13 se 23 marks, Low commitment: 7se 12 marks. It is divided into two sections, each designed to investigate various facets of life contentment among nursing students. The first section gathers essential demographic details such as age, gender, and academic year in the nursing program. In the second section, participants are asked to assess a set of statements using a 7-point Likert scale, ranging from "Strongly Disagree" to "Strongly Agree." The data underwent analysis using "SPSS" version 26.0, with demographic data presented using frequency percentages. Additionally, an independent t-test and ANOVA test were used for the association of demographic variables with total score.

RESULTS

Table 1 shows the results of demographic variables, including age, gender, and year of education for the study participants. Out of the total participants, 84.6% (n=83) fell within the 18-24 age range, and 12.2% (n=12) were aged 25-30. In terms of gender distribution, 47.9% (n=47) were male, while 52% (n=51) were female. Regarding the year of education, 40.8% (n=40) of participants were in their 1st year, 29.5% (n=29) in their 2nd year, 16% (n=16) in their 3rd year, and 23.4% (n=23) in their 4th year.

Table 1: Demographic characteristic

Variables	Frequency (%)
Age	
18-24	83 (84.6)
25-30	12 (12.2)
31-35	2 (2.0)
Above	1 (1.0)
Gender	
Male	47 (47.9)
Female	51 (52.0)
Year of Education	
1 st year	40 (40.8)
2 nd year	29 (29.5)
3 rd year	6 (6.1)
4 th year	23 (23.4)

Table 2 results show the level of contentment: 6.1% (n=6) of participants have a low level of contentment, 37.8% (n=37) have a moderate level of contentment, and 56.1% (n=55) have a high level of contentment.

Table 2: Level of life contentment among nursing students

Level of contentment	Frequency (%)
Low contentment	6 (6.1)
Moderate contentment	37 (37.8)
High contentment	55 (56.1)
Total	98 (100.0)

Table 3 outlines the association of demographic variables with life contentment. Regarding gender, male participants (mean \pm SD = 24.55 \pm 6.9) and female participants (mean \pm SD = 23 \pm 5.6) exhibited no statistically significant age difference (p-value = 0.270 > 0.05). For education years, mean ages and standard deviations were observed for 1st year (23.30 \pm 6.22), 2nd year (22.86 \pm 6.29), 3rd year (28.66 \pm 5.46), and 4th year (25.43 \pm 6.17). The p-value for the overall difference in education years was 0.112, indicating no statistically significant age disparity across education levels. Regarding the relationship between age and life contentment, no significant differences were found among the age groups 18-24 (mean \pm SD = 24.14 \pm 6.58), 25-30 (mean \pm SD = 23.66 \pm 4.61), and 31-35 (mean \pm SD = 22.00 \pm 5.65), with an associated p-value of 0.881 (> 0.05).

Table 3: Association of demographic variables with life contentment score

Gender of participants	N	Mean + STD	p-value
Male	47	24.5532 + 6.90875	0.270 ^a
Female	51	23.4902 + 5.69692	
Year of education			
1 st year	40	23.3000 + 6.22732	0.112 ^b
2 nd year	29	22.8621 + 6.29469	
3 rd year	6	28.6667 + 5.46504	
4 th year	23	25.4348 + 6.17786	
Total	98	24.0000 + 6.29678	
Age of participants			
18-24	83	24.1446 + 6.58182	0.881 ^b
25-30	12	23.6667 + 4.61880	
31-35	2	22.0000 + 5.65685	
Above	1	20.0000 + 0.00000	
Total	98	24.0000 + 6.29678	

^aIndependent t-test has been applied

^bANOVA test has been applied

DISCUSSION

This study aimed to assess the level of contentment with life among nursing students. The current study includes 98 participants, with 51% being female, and the majority of students (40%) are from their first year. In another study slightly different results found were where 611 participants were included, indicating that 80.69% of the participants

were female, and the majority (50.2%) were in their third year [23]. The current study found that the mean score of contentment with life of participants is 24.0 ± 6.29 which indicates that participants have a moderate level of contentment with life. Similarly, another study was conducted in India, 2022 his results showed that the mean happiness score, standing at 3.96 ± 0.59 , signifies a state of moderate contentment (6). Additionally, another study conducted in Lebanon in 2023 found that lower levels of self-esteem and heightened tendencies toward rigid and self-critical perfectionism are closely correlated with diminished life satisfaction [24]. In contrast, another study unveiled differences in life satisfaction among participants, notably with a significantly larger number of students expressing high satisfaction levels in Spain and Slovakia compared to Poland [7]. In the current study, concerning gender, there was no statistically significant age difference. Similarly, in another study, significant differences were observed in students' scores on the Satisfaction with Life Scale based on their gender [3]. The findings of our study revealed that students aged 18-24 exhibited higher life contentment than those aged 25-30. In parallel, another study demonstrated that students aged 18-21 had greater happiness levels compared to those aged 21-24 [25]. In this study, a majority of participants express dissatisfaction linked to a misalignment with their life goals. Similarly, another study indicates that dissatisfaction with coursework not only results in a learning deficit and reduced interest but also influences health and relationships. These findings emphasize the need to align educational experiences with individual aspirations for comprehensive well-being [26]. The current study indicates that a significant majority of students strongly express contentment with their lives. Conversely, another study underscores a global trend, particularly among nursing students and young populations, revealing inadequate prioritization of physical activity in their lifestyles [27].

CONCLUSIONS

The majority of participants reported a high level of contentment with life. Notably, demographic analyses revealed no significant age differences based on gender or education years, indicating a consistent distribution of well-being across these variables. These findings provide valuable insights into the well-being of nursing students, underscoring the relevance of diverse demographic factors in comprehending life contentment within this academic context.

CONCLUSIONS

Conceptualization: HN, MG
Methodology: MI

Formal analysis: MG, MI

Writing-review and editing: MI, AB, FK, MAK, F

All authors have read and agreed to the published version of the manuscript.

Conflicts of Interest

The authors declare no conflict of interest.

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