

The Relationship between Psychological Well-being, Academic Engagement, and Self-Regulated Learning among Student Nurses

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ABSTRACT The objective of the study is to assess the relationship between psychological wellbeing, academic engagement, and self-regulated learning among nursing students. A descriptive correlational study design was employed. This study was conducted between November and December 2020 in the University of Hail, Saudi Arabia, with a convenience sample of 200 nursing students. This study demonstrates a low level of psychological wellbeing (72%), high level of academic engagement (52%) and high academic self-regulation (39%). A weak statistically significant positive correlation ($pval = .392$) between students' psychological wellbeing scores and their academic self-regulated learning was noted, along with a statistically moderate significant positive correlation ($pval = .519$) between academic engagement and the academic self-regulated learning scores. A weak statistically significant positive correlation between students' psychological wellbeing scores and their academic self-regulated learning, and statistically moderate significant positive correlation between academic engagement and the academic self-regulated learning scores were noted.