



The Effects of Christian Worldview and College life Stress on Adaptation to College Life at Christian University

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ABSTRACT

Due to the recent decrease in the school age population, student retention rate indicators are becoming more important in university evaluation. Therefore, universities need to make various efforts to help students adapt to college life. Many college students complain of maladjustment due to stress from academic problems, career problems, interpersonal difficulties, and emotional adaptation. The Christian worldview guides the world toward the direction of life from the essence of creation, rather than the satisfaction of external pragmatism. In this regard, this descriptive research study is an attempt to find out how the Christian worldview of nursing students and the stress of college students in Christian university influence their accommodation degree to the university life. The subjects of the study were students in the first and second grades of nursing at B University in City C, and the term of data gathering was from May 1 to May 30, 2023. A total of 235 people engaged in the research. The gathered data were used by ANOVA, independent t-test, and multiple regression using SPSS/Win 23.0. Looking at the result of the research, it was found that male had a statistically significant higher degree of college life adaptation than female students, in the 1st students than in the 2nd students. The better the health condition, the better the interpersonal relationship, and the higher the major satisfaction, the better the college life adaptation, and the lower the stress, the better the college life adaptation, and the statistically significant the correlation. The grade, gender, health status, interpersonal relationships, college life stress, and major satisfaction of nursing students were found to be factors affecting college life adaptation, and this variable explained 43.9% of college life adaptation. The findings revealed various factors that can influence the adaptation of nursing students to college life. It is further implied that focusing on these factors, the student retention rate index can be improved by enhancing the accommodation of nursing students to college life.

Keywords: College life adaptation, College life stress, Christian worldview, Major satisfaction, Nurse

1. Introduction

A worldview is the perspective that look at the world, that is, the eyes that look at the world [1]. The way people look at reality is called their worldview. Everyone has a worldview, which can also be the meaning or value of life for them, or just their basic assumption [2]. The worldview works to make people look at the world, understand it, and make various judgments. The right worldview contributes to creating and setting the direction of behavior and thinking, as well as providing the basis for overall goals and moral judgment in life [3]. One's worldview should serve as a direction or guide in the specific field of living, not just a theory or slogan. It leads not only to personal life, but also to social and cultural life. It can be seen that it continuously works even in personal life and is directly related to the way of life.

The Christian worldview includes both the perspective of Christians looking at this world and the content of Christians' understanding of this world from that perspective [4]. The Christian worldview is anchored the Bible, which they believe to record God's creation, human degradation, and salvation. This structure of creation, degradation, and restraint can be said to be a characteristic of the Christian worldview from the perspective of reformism [3]. In Christian universities, the goal is to teach students Christian values and perspectives of life and instill Christian culture. Various curriculums are operated to cultivate Christian culture

and mature character and to live as Christians [5]. The Christian worldview guides the world toward the direction of life from the essence of creation rather than the satisfaction of external pragmatism. This allows believers to see the world according to the essential nature of creation as a reflection of God's glory rather than satisfaction in material and external ways. The Christian worldview awakens the creative potential and leads their lives to the restoration of the abundant life God has planned [6].

The college period is a transition period from teenage to adolescence, which is an early adult stage, in terms of psychological and social development. It is an important time to become emotionally independent from parents and prepare for the process of becoming an adult through career selection and preparation [7]. College has a different level of autonomy than before, and allow the students to enjoy university status by studying a major they want and making friends from various backgrounds. However, at the same time, college challenges students to match to the new environment and social norms, and to achieve the task of adapting to the new environment in an active and voluntary manner because there is more work to be done, such as studying at a different level than before [8]. Previous studies have also shown that college freshmen have a lower level of accommodation to college life than senior students and experience more negative emotions such as depression and anxiety [9].

Compared to students from other departments, nursing students have higher academic and employment stress due to the burden of completing various tasks such as academic and field practice, formation of relationships with various groups, burden of expected roles, practice of ethical behavior, and national examination for nurses[10-13]. Many students selecting nursing because of the elevated employment rate rather than worrying about their aptitude[14,15], so they are having difficulties in adapting academically and emotionally to college life[16]. Successful accommodation to college life of nursing students should be treated as an important process of preparing for the future beyond simply meaning school adaptation[17].

Adaptation to college life means adapting to academic, interpersonal, and social life in college, responding appropriately to psychological stress, and having an overall attachment, affinity, and bond to one's school or student [18, 19]. For college students to adapt to school life, it is important not only to be good at academic achievement but also to respond effectively to various college life environments socially and emotionally [18, 20]. When maladjusted to college life, negative thoughts such as anxiety, dissatisfaction, disappointment, hostility, and regret develop [21]. In addition, students suffer physiological problems, such as headaches [22] and students have low academic ability and cannot adapt to interpersonal relationships, which can affect their adult lives and become a problem at the social level [23]. Looking at the recent literature related to college life adaptation, one of the variables that greatly affect college life adaptation is stress [24]. Many college students complained of stress and maladjustment in academic problems, career problems, interpersonal difficulties, and emotional adaptation [25]. During college life, students repeatedly experience stress in various daily areas such as studies, interpersonal relationships, economic problems, and values [26].

According to previous studies, academic stress, health status[11], health promoting behavior[17], stress coping[13,27], interpersonal relationship[28], major satisfaction[28], social problem solving ability[17], and communication type[27] have been reported as factors influencing college life adaptation of nursing students. Accommodation to college life according to general characteristics was found to be higher among male students, 4th year than 3rd year, arts and sports majors, and college students with leadership experience[29]. Through the above literature review, it was confirmed that gender, grade, communication, interpersonal relationship, major satisfaction, stress, leadership, etc. are related to college life of students of nursing. Thus, this research attempted to check the degree of Christian worldview of nursing students in Christian universities and to determine how college students' stress level and accommodation to college life are affected. Accordingly, this study aimed to propose a way to overcome the stress of college life and ultimately improve accommodation to college life.

This study examined the effect of the Christian worldview and college life stress on adaptation to college life for nursing college students. The particular goal of this study was as follows.

First, it aimed to identify the common characteristics of nursing college students, a Christian worldview, college life stress, and the degree of accommodation to college life.

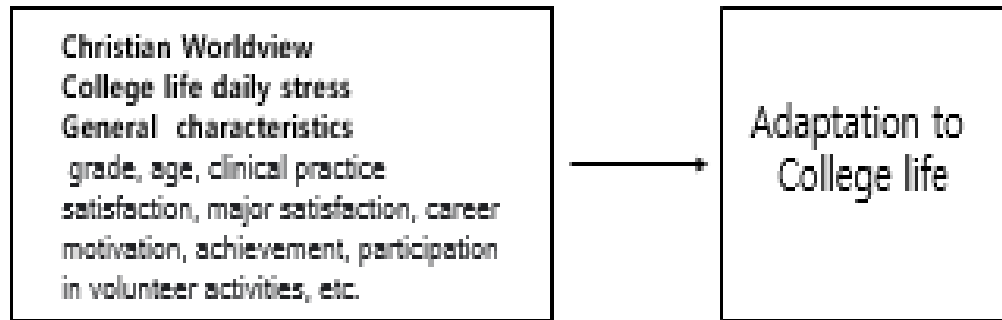
Second, Second, it aimed to identify the relationship between the distinction in the university life accommodation according to the common characteristics of nursing college students and the Christian worldview of nursing college students, college life stress, and college life adaptation.

Third, it aimed to identify the effect of nursing college students on their adaptation to college life.

2. Research Method

2.1 Research Design

The study used a descriptive survey study design to confirm the general characteristics of nursing students, a Christian worldview, and the effect of college life stress on college life adaptation as shown in Figure 1. General characteristics included grade, age, clinical practice satisfaction, major satisfaction, career motivation, achievement, and participation in volunteer activities.



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[Fig. 1] Research Design

2.2 Subject of Research

In previous studies on college life accommodation of nursing students, most of the research subjects were 1st and 2nd grade before the start of clinical performance. The research, first and 2nd grade students were chosen from a randomly selected nursing department to be the participants. Those who understood the goal of this study, were able to communicate with the researcher, and had written an agreement to participate in the study. The number of subjects is an effect size of 0.5 significance level (α) = .05 power ($1-\beta$) = during regression analysis. Considering 95, as a result of calculating through the G*Power 3.19 program, the calculated number of samples was 220. In consideration of the dropout rate, the survey was conducted on 235 people.

2.3 Tools of Research

2.3.1. Christian Worldview

In this study, the Christian worldview Questionnaire, which was modified and supplemented by Jeong and Kwon [30], and Kim[31] was used as a tool to measure the Christian worldview. The content composition of this questionnaire is divided into six categories: the beginning and meaning of creation, the nature of human beings, the meaning of human history, human death, moral foundation, and the expression of faith in life. The questions consisted of 23 questions, and the response of each question was on a 5-point Likert scale, and the higher the marks, the higher the Christian worldview. In the study of Yoo Eun-kyung [32], the total Cronbach α was reported as .95. In this study, the total Cronbach α was found to be .986.

[Table 1] Composition of Christian worldview survey questions

Category	Number of questions	Cronbach's α
the beginning and meaning of creation	5	.987
the nature of human beings	2	.989
the meaning of human history	3	.988
human death	4	.988
moral foundation	4	.991
the expression of faith in life.	5	.989
Total	23	.986

2.3.2. College Life Stress

In order to measure the stress level of college students, the life stress scale for college students developed by Jeon, Kim, and Lee[33] was used. This measure is largely divided into two areas: interpersonal relationships and immediate tasks, including sub-factors of relationship problems with heterosexual relationship, same-sex relationship, family relationship, and relationship of professors, and academic problems, economic problems, values, and future problems. A total of 50 questions are composed of a 4-point Likert scale (1 point: not at all ~ 4 point: almost always), and the higher the total score, the higher the life stress. In the study of Jeon, Kim, and Lee [33], the range of Cronbach α of the lower scale at the time of scale development was .75 to .88 and in this study, the total Cronbach α was .908.

[Table 2] Composition of stress level of college students survey questions

Category	Number of questions	Cronbach's α
academic problems	7	.933
economic problems	7	.925
future problems	8	.921
values problems	5	.917

heterosexual relationship	6	.922
same-sex relationship	5	.922
family relationship	6	.919
professors relationship	6	.919
Total	50	.908

2.3.3. Adaptation to College Life

In order to measure the level of college students' adaptation to college life, Lee[33] revised and supplemented the Student Adaptation to College Questionnaire (SACQ) developed by Baker and Siryk [9] to 25 questions and used a valid scale. The question consists of social adaptation, academic adaptation, individual-emotional adaptation, and attachment to the university, and is a 5-point Likert scale. The higher the calculated score, the higher the overall adaptation and the degree of adaptation in each area. In the study of Lee Yoon-jung, Cronbach's α = [33]. It was reported as .85, and in this study, it was found to be .87.

[Table 3] Composition Adaptation to College Life survey questions

Survey questions	Cronbach's α
I am satisfied with my current college life.	.881
Since entering college, I have made many friends with whom I can talk openly.	.882
I've been feeling depressed a lot lately.	.873
I often feel tired recently.	.873
I am pleased with academic performance at college.	.880
I am pleased with my choice of this school.	.881
I am not studying hard enough.	.875
I've been on edge lately.	.871
I don't think I have the ability to do well enough in the studies I'm currently studying.	.872
I have a good appetite lately.	.880
I am doing well in my current living situation.	.882
I've been having frequent headaches lately.	.872
Lately, I have no desire to study, and even when I try to study, I have a hard time concentrating.	.872
I actively participate in department meetings, club activities, and alumni associations.	.885
Recently, I have been feeling skeptical about the value of college education.	.872
My weight has changed a lot recently.	.876
I've been having a difficult time getting a nice night's sleep lately.	.875
I feel lonely a lot lately.	.873
I seem to be in good health these days.	.882
Generally the things I'm concerned in are not connected to my academic studies at the university.	.875
I have a difficult time accommodation to college life and think a lot about taking a leave of absence.	.873
I have a hard time because of the stress related to college life.	.872.
I maintain good interpersonal relationships in college.	.880
Lately, I've been getting irritated even over small things.	.870
I am currently interested in going to graduate school.	.880
Total	.870

2.4 Data Collection

The data collection period of this study was from May 01 to May 30, 2023, and after obtaining grant from the superior of the nursing department, the researcher visited in person to explain the goal of the study to the students after class, provide URLs, and collect data online. In the online questionnaire, the anonymity of the data was guaranteed by checking consent to get in the study and filling out the self-reported questionnaire. For the ethical protection of the study subjects, necessity, the purpose, and process of the study was explained to the study subjects before the data collection. The participants were assured that they may withdraw at any time

if not desired, even while filling out the questionnaire. The participants filled out a consent form to participate in the study, which included confidentiality of personal information and assurance that their provided data will not be used for any purpose other than research.

2.5 Data Analysis

The data got in this survey were decomposed using the SPSS 23.0 for windows statistical program, and each analysis method was as follows.

- 1) The common characteristics of nursing students, Christian worldview, college life stress, and college life adaptation were computed as percentage, frequency, average, and standard deviation.
- 2) Independent samples t-test, ANOVA & Scheffe, and Pearson's correlation were used to determine the general characteristics of nursing students, Christian worldview, college life stress, and college life adaptation.
- 3) Multiple regression was carried to analyze the factors affecting the subject's adaptation to college life.

2.6 Ethical Considerations

The procedure and purpose of the study, guarantee of anonymity, protection of personal information, etc. were explained to the research subjects. The new nurses who voluntarily expressed their intention to engage in the research were requested to sign a consent form before the conduct of the survey. In addition, it was clearly explained that there would be no disadvantage in grades, etc. even if the participant refused to participate in the study, and that they could withdraw their participation in the study at any time.

3. Results

3.1 General Characteristics of the Participants

As a result of analyzing the common characteristics of the subjects, the average age was 21.4 years old, and the gender was 82.1% (193) for female students and 17.9% (42) for male. In terms of grade, 61.7% (145) were first year students, more than 38.3% (90) were second year students. There were more cases (62.6% (147)) without religion than cases (37.4% (88)). In terms of motivation for applying to the nursing department, 41.3% (97) answered of aptitude and interest, 29.8% (70) answered high employment rate, 19.6% (46) for profession, 9.4% (22) as ordered or recommended by their parents. As for the type of residence, 55.0% (129) were at home, and 45.0% (106) were staying outside their homes, including dormitories. Most of the desired career paths hoped to get a job in the hospital, and their health status was $3.62 \pm .82$. The interpersonal relationship was smooth at $3.88 \pm .76$, and the major satisfaction level was $3.72 \pm .79$ points, which seemed to be mostly satisfied (Table 4).

The Christian worldview was 3.03 ± 1.03 , appeared in the order of the nature of human beings (3.85 ± 1.08), moral foundation (3.56 ± 1.11), the meaning of human history (3.47 ± 1.12), the beginning and meaning of creation (3.43 ± 1.12), human death ($3.41 \pm .98$), and the expression of faith in life (2.14 ± 1.17).

The level of college life stress was $1.56 \pm .51$, including academic problems ($2.12 \pm .81$), future problems ($1.77 \pm .66$), economic problems ($1.64 \pm .78$), values problems ($1.52 \pm .68$), and professors relationship ($1.34 \pm .57$), family relationship ($1.32 \pm .56$), heterosexual relationship ($1.29 \pm .51$), and same-sex relationship ($1.22 \pm .48$) were found to be stressful in that order (Table 5).

The degree of accommodation to college life was searched to be $3.30 \pm .53$, with the item 'I am doing well in my current living situation (3.60 ± 1.02)' being the highest, while 'I have a difficult time adjusting to college life and think a lot about taking a leave of absence (2.14 ± 1.12)' and 'I am currently interested in going to graduate school (2.14 ± 1.17)' were the lowest (Table 6).

[Table 4] General Characteristics of the Participants

N=235		
variables	category	n(%) /, M \pm SD
age	-	21.47 \pm 6.04
sex	male	42(17.9%)
	female	193(82.1%)
grade	1 Grade	145(61.7%)
	2 Grade	90(38.3%)
religion	yes	88(37.4%)
	no	147(62.6%)
Motive	suggestions from parents or friends	22(9.4%)
	overseas expansion and high employment rate	70(29.8%)
	interest and aptitude	97(41.3%)
	for a profession	46(19.6%)
residence	Main house	129(55.0%)
	dormitory	53(22.5%)

	Living on one's own	53(22.5%)
Hope course	hospital employment	225(95.7%)
	Nursing public official	10(4.3%)
Health condition	1 ~ 5points	3.62±.82
Relationship	1 ~ 5points	3.88±.76
Major Satisfaction	1 ~ 5points	3.72±.79

[Table 5] Christian Worldview and Daily Stress level of College Life

variables	category	M±SD
Christian Worldview	the beginning and meaning of creation	3.43±1.12
	the nature of human beings	3.85±1.08
	the meaning of human history	3.47±1.12
	human death	3.41±.98
	moral foundation	3.56±1.11
	the expression of faith in life.	2.14±1.17
	Total	3.03±1.03
Daily Stress of College Life	academic problems	2.12±.81
	economic problems	1.64±.78
	future problems	1.77±.66
	values problems	1.52±.68
	heterosexual relationship	1.29±.51
	same-sex relationship	1.22±.48
	family relationship	1.32±.56
	professors relationship	1.34±.57
	Total	1.56±.51

[Table 6] Composition Adaptation to College Life survey questions

Survey questions	M±SD
I am satisfied with my current college life.	3.34±.88
Since entering college, I have made many friends with whom I can talk openly.	3.25±1.00
I've been feeling depressed a lot lately.	2.40±1.17
I often feel tired recently.	3.37±1.11
I am pleased with academic performance at college.	2.57±1.11
I am pleased with my choice of this school.	3.02±.97
I am not studying hard enough.	2.60±1.08
I've been on edge lately.	2.60±1.14
I don't think I have the ability to do well enough in the studies I'm currently studying.	2.47±1.06
I have a good appetite lately.	3.08±1.03
I am doing well in my current living situation.	3.60±1.02
I've been having frequent headaches lately.	2.61±1.12
Lately, I have no desire to study, and even when I try to study, I have a hard time concentrating.	2.53±1.14
I actively participate in department meetings, club activities, and alumni associations.	2.85±1.21
Recently, I have been feeling skeptical about the value of college education.	2.35±1.04
My weight has changed a lot recently.	2.29±1.12
I've been having a difficult time getting a nice night's sleep lately.	2.23±1.13
I feel lonely a lot lately.	2.44±1.07
I seem to be in good health these days.	2.98±1.12
Generally the things I'm concerned in are not connected to my academic studies	2.56±1.08

at the university.	
I have a difficult time accommodation to college life and think a lot about taking a leave of absence.	2.14±1.12
I have a hard time because of the stress related to college life.	2.52±.98
I maintain good interpersonal relationships in college.	3.41±1.11
Lately, I've been getting irritated even over small things.	2.43±1.11
I am currently interested in going to graduate school.	2.14±1.17
Total	3.30±.53

3.2 Differences in College Life Adaptation according to the General Characteristics of the subjects

As a result of examining the differences in college life adaptation according to the common characteristics of nursing students, male students had a higher degree of college life adaptation than female students and was statistically significant ($t=2.150$, $p=.033$). In addition, it was statistically significant that first graders are more likely to adapt to college life than second graders ($t=3.087$, $p=.002$). The better the health condition, the better the interpersonal relationship, and the higher the major satisfaction, the better the college life adaptation, and the lower the stress, the better the college life adaptation. ($r=.437$, $.384$, $.304$, $-.573$, $p<.01$)(Table 7). On the other hand, there was no significant difference in the age, religion, motivation for applying for the department, type of residence, desired career, and Christian worldview of nursing college students from college life adaptation.

[Table 7] Differences in College Life Adaptation according to the General Characteristics of the Subjects
N=235

variables	category	M±SD	t or F/r	p Scheffe's
age	-	-	-.096	.141
sex	male	3.46±.60	2.150	.033
	female	3.27±.51		
grade	1 Grade	3.38±.51	3.087	.002
	2 Grade	3.17±.53		
religion	yes	3.29±.51	-.230	.818
	no	3.31±.54		
Motive	suggestions from friends or parents	3.04±.51	2.600	.053
	overseas expansion and high employment rate	3.29±.51		
	interest and aptitude	3.38±.55		
	for a profession	3.27±.50		
residence	Main house	3.28±.51	1.440	.239
	dormitory	3.41±.57		
	Living on one's own	3.25±.52		
Hope course	hospital employment	3.29±.52	-1.836	.068
	Nursing public official	3.60±.64		
state of health	1 ~ 5points	3.62±.82	.437	.000
human relationship	1 ~ 5points	3.88±.76	.384	.000
Major Satisfaction	1 ~ 5points	3.72±.79	.304	.000
Christian worldview	1 ~ 4points	3.03±1.03	-.002	.976
Daily Stress of College Life	1 ~ 5points	1.56±.51	-.573	.000

3.3 Factors Affecting College Life Adaptation

Table 8 shows the results of a step-by-step multiple regression analysis conducted to confirm the factors affecting nursing students' adaptation to college life. Gender, grade, health status, interpersonal relationship, major satisfaction, college life stress, and Christian worldview, which showed significant correlations among general characteristic variables, were used as independent variables to determine factors influence nursing

students' accommodation to college life. Gender and grade were dummized and put in. The correlation analysis results revealed that there were no variables with a correlation coefficient of 0.8 or higher, and the tolerance was 0.87 to 0.95, all of which were 0.1 or higher, and the Variation Inflation Factor (VIF) value was 1.05 to 1.15, which was less than the reference value of 10, so all variables had no problem of multicollinearity. The multiple regression analysis showed that 43.9% of college life adaptation was explained by nursing students' grade, health status, gender, major satisfaction, interpersonal relationships, and college life stress ($F=27.196$, $p<.01$).

[Table 8] Factors Affecting College Life Adaptation

Variables	B	S.E.	β	t	p
Constant				13.287	.000
sex	-.168	.071	-.121	-2.378	.018
grade	-.113	.055	-.103	-2.066	.040
state of health	.111	.039	.173	2.870	.004
human relationship	.096	.042	.139	2.311	.022
Major Satisfaction	.107	.035	.159	3.086	.002
Christian worldview	-.051	.027	-.100	-1.939	.054
Daily Stress of College Life	-.439	.057	-.421	-7.726	.000
$R^2=.456$, $\text{Adj.}R^2=.439$, $F=27.196$, $p<.01$					

4. Discussion

This research was carried to check the relationship between the factors affecting nursing college adaptation to life of college and to establish an intervention strategy that would help them improve their adaptation. Regression analysis was carried at Christian universities to verify the impact of Christian worldviews and college life stress on college life adaptation. The main results and their implications are as follows.

First, it was inferred that most male students have military experience, which is why male students are more adaptable to college life than female students according to gender. The lack of social experience also contributed to their difficulty to adapt to college life because they were not able to acquire sufficient adaptation skills and face various conflicts[35]. It is believed that male students with experience in military life have high adaptability to overcome difficult environments. The results of this study, which differ in the degree of college life adaptation between the first and second graders, are reported to be oppositely to the results of the study [36, 37] that the higher the grade, the higher the college life accommodation. Accordingly, it is thought that additional research on the degree of adaptation to college life according to the grade is needed for all grades. Repeated research is needed as nursing students' accommodation to college life differs from studies that show differences according to age [38,39].

Second, the results that showed that the better the health condition, the better the adaptation to college life can include properly examining the mental and physical health of college students. Adaptation to college life includes psychological and emotional reactions and physically revealed reactions, which appear in the process of discovering the nature of one's existence and forming values through self-exploration. In previous studies, it was found that hat students with high self-efficacy and resilience had a high level of personal-emotional college life adaptation[40,41]. Physical activity reduces negative emotions such as anger, stress, anxiety, and depression, and promotes positive emotions such as happiness and well-being [41]. Therefore, it is more effective to increase college life adaptation, especially because it can be strengthened through physical and mental health. Accordingly, efforts are needed to improve college life adaptation, such as programs or liberal arts courses to keep the mental and physical health of college students.

Third, interpersonal skills and college life accommodation were searched to have a significant positive correlation. This finding agree with the results of previous studies [42-44]. Adaptation in college life can be seen as a process of response in which college students respond appropriately through interaction in the environment of college [45]. It was said that adaptation to college life was related to personal, emotional, and social aspects[18, 46] in addition to the level of academic achievement [46]. Baker and Siryk [18] said that both accommodation to the environment and internal adaptation of individuals affect accommodation to college life. Social relationships such as life and interpersonal relationships in universities are related to college life adaptation, and college life adaptation is a process of forming a mature personality that allows them to adapt to society [47]. A person who adapts well to college life is a person who satisfies his or her needs and has the ability to make friends and solve interpersonal difficulties [48]. In the end, the higher the interpersonal skills of college students, the higher the adaptation to college life. In other words, the better college students deal with self-exposure, emotional support, and interpersonal conflict in interpersonal relationships, the higher the level of adaptation to college life. As shown in previous studies, interpersonal skills are a powerful variable that improves college life adaptation, and interpersonal skills can be seen as the ability to solve many problems in independent, active, and various human relationships. Therefore, in order to improve the level of adaptation to college life, interventions should be made to improve interpersonal skills through counseling or

programming and subject organization.

Fourth, the same results were shown as in the study [48] that major satisfaction had a significant relationship with college life adaptation. Major satisfaction was 3.72 points, with an average score higher than in the results of the study of Lee and Kim [49]. This means that nursing students are proud to be attending the nursing department and recognize that despite the stress of studying nursing, it is still worth learning. Therefore, nursing educators should inspire this awareness of students and motivate them to concentrate on learning.

Fifth, Christian universities did not show a meaningful relationship between the Christian worldview and college life adaptation. This varies the results of a study that Christian college students displayed a negative correlation between life stress and God's image [50,51]. In the case of Christian college students, God's relationship is important unlike ordinary students. The disconnection of God's relationship increases the stress of college life in the religious field in Christian universities, which can lead to depression and suicide accidents. Due to Christian doctrines, depression and suicide are recognized as crimes [52,53], and this perception can further increase guilt and motivate negative emotions [50]. The Christian worldview is a worldview that is entirely rooted in the Bible. Human beings created by God are the perspective of looking at the world through the Bible given by God [54]. This Christian worldview creates a Christian character. Christian character means the image of God that Christians should recover from beyond ethical and moral virtues, and the likeness of Christ [55]. This character of Christ can encourage Christians to look at themselves and others with a positive image of tolerance, love, and inclusion. However, in this study, the Christian worldview did not show significant results in adapting to college life. This is because only 37.4% of nursing students at Christian universities participated in this study are religious, and few believe in Christianity, and research is needed to confirm college life adaptation for Christian students in the future.

Finally, it was found that life of college stress reduces college life accommodation. The relationship between college life adaptation and stress has already been confirmed in previous studies [56,57]. This study also supported the results of these previous studies. In other words, college students who have high life stress due to relationships with people, future concerns, and college studies on a daily basis are unable to cope with the university life environment that constantly changes and faces difficulties due to such accumulated life stress. College life adaptation has a negative correlation with clinical practice stress [58], and it is said that it affects academic adaptation and college satisfaction [59]. Reflecting the recent social phenomenon, college students suffering from high stress due to livelihood part-time jobs, department studies, and job preparation accounted for 35.7% of the respondents, and measures such as expanding the operation of school-level student counseling centers are needed [60]. In order to increase accommodation to life of college, there is a necessity to reduce college life stress by giving attention to the indirect influence of self-esteem and self-efficacy.

5. Conclusions and Suggestions

The goal of this study was to research how nursing students' Christian worldview and college life stress affect their accommodation to college life. The goal of this research was to also offer practical data on counseling and programs related to college life accommodation for college students and to help improve college students' healthy college life adaptation. The main findings are as follows.

1. As a result of examining the differences in college life adaptation, male students had a statistically significant higher level of college life adaptation than female students in the first grade than second grade. The better the health, the better the interpersonal relationship, and the higher the major satisfaction, the better the college life adaptation, and the lower the stress, the better the college life adaptation, and the statistically significant the correlation.

2. As a result of multiple regression analysis, 43.9% of college life adaptation was explained by nursing students' grade, health status, gender, major satisfaction, interpersonal relationship, and college life stress.

This study identified various factors that can improve the life of college adjustment of nursing students at a Christian college. This basic data can be used to improve the adaptation to college life by presenting various factors that can increase the adaptation to college life of nursing students. It can also improve the student retention rate index of nursing students by contributing as a strategic method to prevent dropout of nursing students. Given this study's result, building a college life adjustment support system is necessary.

It is proposed that it is need to confirm the effect by applying various educational methods to improve college life accommodation in the future. It is also suggested that nursing students be used as basic data to improve their Christian worldview that can improve their adaptation to college life, overcome the stress of college life, and ultimately establish a college life adaptation support system.

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