

## Quality of Life (Qol) of Pharmacy Students

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### KEYWORDS

Quality of Life, Questionnaire, Pharmacy Students, Stress Management.

### ABSTRACT

**Background:** The field of pharmacy education is known for its rigorous academic demands and diverse career opportunities. However, the quality of life of pharmacy students, including those pursuing B.Pharm, M.Pharm, D.Pharm, and Pharm.D degrees, remains a crucial aspect that can significantly impact their well-being, academic performance, and future prospects. Understanding the factors affecting the quality of life of pharmacy students is essential for educational institutions to provide better support and resources to ensure a balanced and healthy academic journey.

**Objectives:** The main objectives of this survey is to assess the overall quality of life of pharmacy students across different degree programs (B.Pharm, M.Pharm, D.Pharm, Pharm.D) and to identify factors influencing the quality of life, including academic workload, extracurricular activities, social interactions, and personal well-being. It also compare the quality of life scores among different pharmacy degree programs and gather suggestions and recommendations from students on how to improve their quality of life during their educational journey.

**Methods and Results:** The survey was conducted among a representative sample of pharmacy students across various academic levels and programs. A structured questionnaire was designed and distributed electronically. The questionnaire consisted of several sections, including academic load, extracurricular involvement, social interactions, physical and mental health, and overall life satisfaction. A total of 411 pharmacy students participated in the survey. The results showed that the overall quality of life varied among different degree programs.

**Conclusion:** The survey results indicate that the quality of life of pharmacy students is influenced by a combination of factors, including academic workload, extracurricular involvement, and social interactions. The findings suggest that there is a need for educational institutions to implement strategies that address these factors to enhance the overall well-being of pharmacy students. This could include revising curriculum structures, offering stress management programs, promoting extracurricular participation, and fostering a supportive academic environment.

### INTRODUCTION:

Pharmacy students are crucial in influencing the future of medical procedures and patient welfare in the fast-paced field of healthcare. Understanding these students quality of life is crucial in all of the several areas of pharmacy education, including B Pharmacy, Pharm D, D Pharm, and M Pharm. The distinctive difficulties, chances, and general quality of life that

students pursuing various pharmacy degrees experience during their educational journey are examined in this comparative comparison. Strenuous academic endeavours, clinical experiences, and a dedication to enhancing patient care characterise the path to becoming a pharmacist. Nevertheless, based on the degree they choose, pharmacy students are subject to different experiences and requirements. Students in the B Pharmacy programme start out by establishing the framework for their future jobs. Pharm D students participate in a thorough curriculum that places an emphasis on clinical proficiency and patient-centered care. While M Pharm students dive into cutting-edge research and specialisation, D Pharm students concentrate on practical skills and exposure to community pharmacies. Despite these varied pathways, pharmacy students quality of life has a significant impact on both their personal and professional growth. Their well-being is greatly influenced by elements like their academic load, clinical rotations, research obligations, and social connections. The difficulty of juggling education, internships, and personal obligations can have an adverse effect on one's physical and mental health, as well as general life happiness.<sup>(1,2)</sup>

Prior research has described the adaptations needed by health profession students as well as the stress and worry they underwent. It is crucial for us to comprehend the quality of life of pharmacy students in our capacity as educators. Studies on the health-related quality of life (HRQoL) and felt stress among pharmacy students have been few, but those that have been done have found that pharmacy students had higher levels of perceived stress and lower levels of HRQoL than the general population. Despite the importance of these two criteria, it is also crucial to comprehend the quality of life (QoL) of pharmacy students. Between HRQoL and QoL as it is defined by the World Health Organisation (WHO), there are observable differences. QoL is described as the individual's view of his or her place in life in the context of the culture and value systems in which he or she lives and in connection to his or her objectives, expectations, standards, and worries. HRQoL discusses the physical, mental, and social well-being.<sup>8</sup> In addition to physical, mental, and social well-being, the QoL includes additional aspects such as environment, spirituality, and life in general. There were no studies that looked at pharmacy students' quality of life, according to a literature search.<sup>(3,4)</sup>

This study intends to investigate the many aspects of quality of life for various groups of pharmacy students. We may learn more about the various difficulties and opportunities each group has by looking at factors like workload management, extracurricular activity, support networks, and future possibilities. Additionally, comprehension of the coping techniques, pressures, and success stories might illuminate methods to raise the standard of living for all pharmacy students.<sup>(5)</sup> We want to learn more about the quality of life (QoL) of pharmacy students enrolled in B.Pharm, Pharm.D., D.Pharm., and M.Pharm. programmes in this study. We may learn a lot about the elements that affect people's overall QoL by contrasting and comparing their experiences, difficulties, and views. In order to better meet the needs of pharmacy students at different phases of their education, educational institutions, policymakers, and healthcare professionals can adapt their strategies with the aid of the research's findings. To ensure their success and overall well-being, it is important to carefully investigate the QoL of pharmacy students. The experiences of B.Pharm, Pharm.D, D.Pharm, and M.Pharm students can provide us with important insights into the forces that influence their educational experiences and eventually help progress pharmacy practise. Regardless of the educational path they have selected, this study is a first step in creating a welcoming and rewarding atmosphere for all pharmacy students.<sup>(6,7)</sup> The following questions are included in the survey.

<p><b>1) Please specify the gender and the course you are studying.</b>  a)BOY  b)GIRL  c)B-PHARM  d)PHARM-D  e)M-PHARM  f)D-PHARM</p>
<p><b>2) What is the opinion you have about your course?</b>  a) EXCELLENT b) GOOD c) AVERAGE d) BAD</p>
<p><b>3) How happy are you with the choice of your college with respect to teaching staff learning resources, library facilities and safety at your college</b>  a) EXTREMELY SATISFIED b) MODERATELY SATISFIED  c) POORLY SATISFIED d) DISSATISFIED</p>
<p><b>4) How helpful are the assignments for your understanding of the subject?</b>  a) VERY HELPFUL b) MODERATELY HELPFUL  c) SLIGHTLY HELPFUL d) HELPLESS</p>
<p><b>5) How much effort do you put for learning?</b>  a) MUCH EFFORT b) SOME EFFORT  c) A LITTLE BIT OF EFFORT d) NO EFFORT</p>
<p><b>6) Do you think the work allotted by your college, suits your interest?</b>  a) YES b) SOMETIMES c) MAY BE NO d) NO</p>
<p><b>7) How much does a busy schedule prevent you from playing in the evening?</b>  a) ALWAYS b) SOMETIMES c) ONCE IN A WHILE d) NEVER</p>
<p><b>8) Are you stressed with the academics?</b>  a) ALWAYS b) SOMETIMES c) ONCE IN A WHILE d) NEVER</p>
<p><b>9) How would it be helpful for the students by providing printed class notes?</b>  a) VERY HELPFUL b) MODERATELY HELPFUL  c) SLIGHTLY HELPFUL d) HELPLESS</p>
<p><b>10) Do you feel that your talents been used for your career?</b>  a) YES b) NO</p>
<p><b>11) How fair is your pay at your college?</b>  a) EXTREMELY FAIR b) MODERATELY FAIR  c) SLIGHTLY FAIR d) NOT AT ALL FAIR</p>
<p><b>12) How happy are you with extracurricular activities in your college?</b>  a) VERY HAPPY b) HAPPY c) NEUTRAL d) UNHAPPY</p>
<p><b>13)What was your opinion on the Industrial visit?</b>  a) EXCELLENT b) GOOD c) AVERAGE d) BAD</p>
<p><b>14) What is your opinion on Social services or Do you feel responsible regarding creating social awareness to all the people around you?</b>  a) YES b) NO</p>
<p><b>15) Are you satisfied with your college?</b>  a) EXTREMELY SATISFIED b) MODERATELY SATISFIED  c) POORLY SATISFIED d) DISSATISFIED</p>
<p><b>16) Does your personal issues affect your studies?</b>  a) YES B) NO</p>
<p><b>17) Are they any other comments you wish to make about your college?</b>  <i>(Specify, If "YES"): (If "NO"- IGNORE)</i></p>
<p><b>18) What do you prefer A black board or A Smart class?</b>  a) BLACK BOARD b) SMART CLASS c) ANY OTHER</p>

**19) Do you think you are acting appropriately and being safe when you use social media?**

- a) EXTREMELY SAFE    b) MODERATELY SAFE  
c) SLIGHTLY SAFE    d) NOT AT ALL SAFE

**20) Are your parents aware about what you do on the internet?**

- a) YES    b) NO

**21) How much time do you spend posting things about others on social media?**

- a) Less than 30min    b) 30min – 1hr    c) 2 – 3 hrs    d) More than 3 hrs

### METHOD AND MATERIALS:

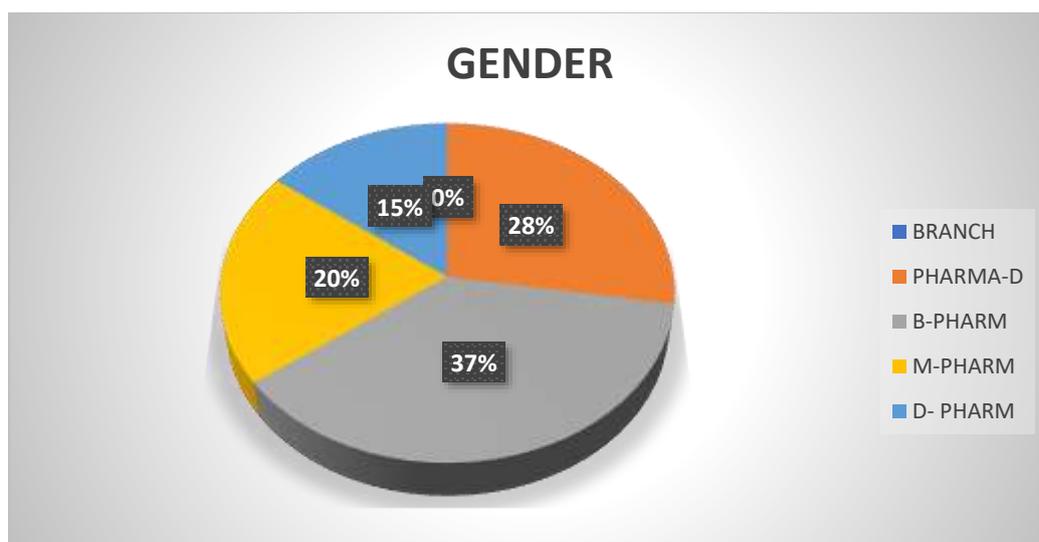
Specific program-related factors affecting QoL, such as workload, social media exposure, and college facilities, were captured through tailored questionnaires. This made it possible to understand the distinctive characteristics of each pharmacy programme in more detail. The physical, psychological, social, and environmental domains of quality of life (QoL) were examined using pertinent survey questions. Participants were also allowed to offer qualitative insights into their experiences and difficulties thanks to open-ended questions.<sup>(8-10)</sup>

### RESULTS AND DISCUSSION:

A total of 411 students from different pharmacy groups were sent to complete the questionnaire, including 135 students from pharmacy D, 196 students from B pharm, 98 students from M pharm and 71 students from D pharm.

**Table-1: Gender wise distribution**

BRANCH	GENDER		
	BOYS	GIRLS	TOTAL
PHARMA-D	62	73	135
B-PHARM	84	112	196
M-PHARM	46	52	98
D- PHARM	33	38	71



**Figure 1: Gender wise distribution**

In Table 1 and Figure 1, the gender distribution of the various groups of pharmacy students and their proportions were displayed.

**Table-2: Opinion about course**

BRANCH	OPTIONS							
	EXCELLENT		GOOD		AVERAGE		BAD	
	n	%	n	%	n	%	n	%
PHARM-D	29	21.48	47	34.81	34	25.18	25	18.51
B-PHARM	52	26.53	62	31.63	35	17.85	47	23.97
M-PHARM	29	29.59	35	35.71	21	21.42	13	13.26
D- PHARM	23	32.39	22	30.98	12	16.90	14	19.71

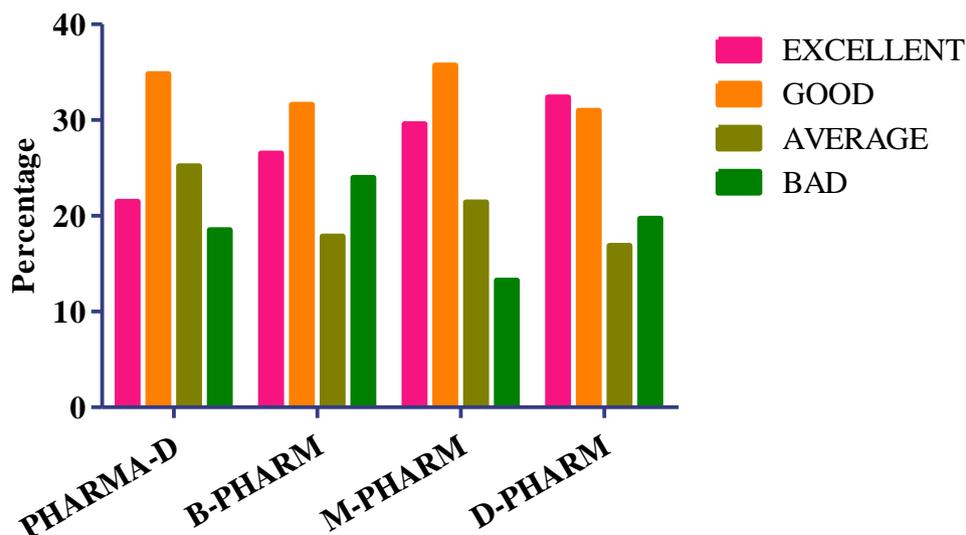
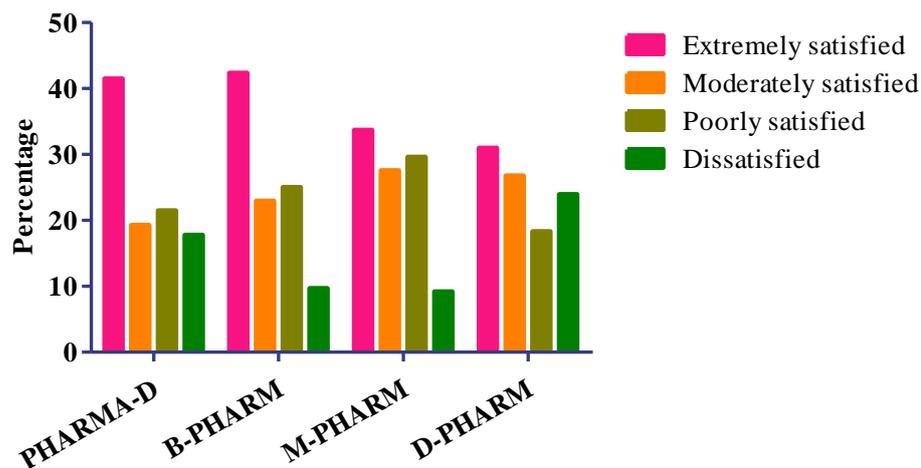


Figure 2: Opinion about course

Table 2 lists students opinions regarding their courses, and Figure 2 displays the percentages of students that are interested in those courses. When asked, pharmacy students reported that 21.48% of them were excellent, 34.81% were good, 25.18% were ordinary, and 18.51% were awful. Similarly, 26.53% of B pharm students reported them as excellent, 31.63% as good, 17.85% as average and 23.87% as bad. Additionally, 29.59% and 32.39% of M and D pharmacy students said that their grades were exceptional, 35.71% and 30.98% that they were good, 21.42% and 16.90% that they were average, and 13.26% and 19.71% that they were awful.

Table-3: Teaching staff, learning resources, library facilities and safety at your college

BRANCH	OPTIONS							
	Extremely satisfied		Moderately satisfied		Poorly satisfied		Dissatisfied	
	n	%	n	%	n	%	n	%
PHARMA-D	56	41.48	26	19.25	29	21.48	24	17.77
B-PHARM	83	42.34	45	22.95	49	25	19	9.69
M-PHARM	33	33.67	27	27.55	29	29.59	9	9.18
D- PHARM	22	30.98	19	26.76	13	18.30	17	23.94

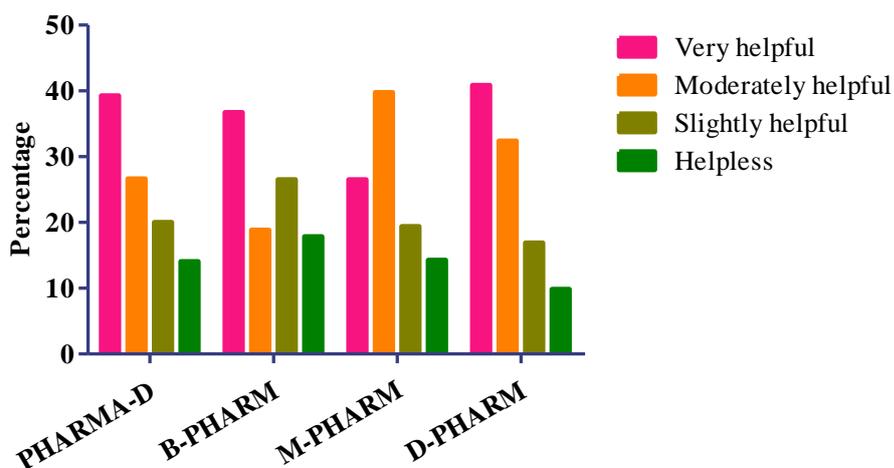


**Figure 3 : Teaching staff, learning resources, library facilities and safety at your college**

The students responses to questions about the teaching staff, educational resources, library services, and safety at their college are shown in Table 3 along with their percentages in Figure 3. Students in the M.Pharm programme (27.55%) showed a greater degree of moderate happiness, whereas the majority of B.Pharm students (42.34%) indicated extreme satisfaction. M.Pharm students (29.59%) and D.Pharm students (23.94%) both expressed low levels of satisfaction with their colleges teaching staff, learning resources, and library facilities.

**Table-4:Assignments**

BRANCH	OPTIONS							
	Very helpful		Moderately helpful		Slightly helpful		Helpless	
	n	%	n	%	n	%	n	%
PHARMA-D	53	39.25	36	26.66	27	20	19	14.07
B-PHARM	72	36.73	37	18.87	52	26.53	35	17.85
M-PHARM	26	26.53	39	39.79	19	19.38	14	14.28
D- PHARM	29	40.84	23	32.39	12	16.90	7	9.85



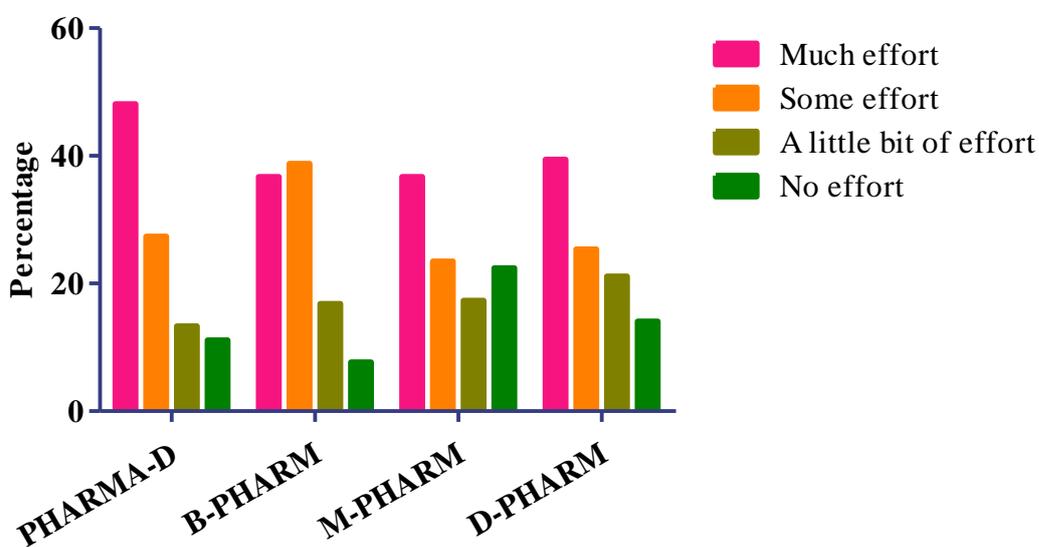
**Figure 4 : Assignments**

Figure 4 and Table 4 display the percentages of students who responded to the questions on how their assignments help them learn. For 40.84% of D.Pharm students, assignments were

very beneficial in their learning process. 39.79% of Pharm.D. students said the assignments were at least somewhat beneficial to their education. In the case of B.Pharm students, 26.53% thought assignments were slightly helpful, and 17.85% thought they were useless.

**Table-5:Effort put for learning**

BRANCH	OPTIONS							
	Much effort		Some effort		A little bit of effort		No effort	
	n	%	n	%	n	%	n	%
<b>PHARMA-D</b>	65	48.14	37	27.40	18	13.33	15	11.11
<b>B-PHARM</b>	72	36.73	76	38.77	33	16.83	15	7.65
<b>M-PHARM</b>	36	36.73	23	23.46	17	17.34	22	22.44
<b>D- PHARM</b>	28	39.43	18	25.35	15	21.12	10	14.08



**Figure 5 : Effort put for learning**

Table 5 shows how much effort students put into their learning, coupled with their percentages in Figure 5. Pharm.D. students (48.14%) put a lot of effort into their education. About 38.77% of B.Pharm students said they made a little to moderate effort in their studies. Students in the D.Pharm programme acknowledged making a little amount of effort (21.12) in their learning whereas those in the M.Pharm programme (22.44%) made no effort at all.

**Table-6:Work allotted by your college**

BRANCH	OPTIONS							
	Yes		Sometimes		May be no		No	
	n	%	n	%	n	%	n	%
<b>PHARMA-D</b>	47	34.81	29	21.48	37	27.40	22	16.29
<b>B-PHARM</b>	82	41.83	53	27.04	42	21.42	19	9.69
<b>M-PHARM</b>	24	24.48	35	35.71	27	27.55	12	12.24
<b>D- PHARM</b>	28	39.43	23	32.39	16	22.53	4	5.63

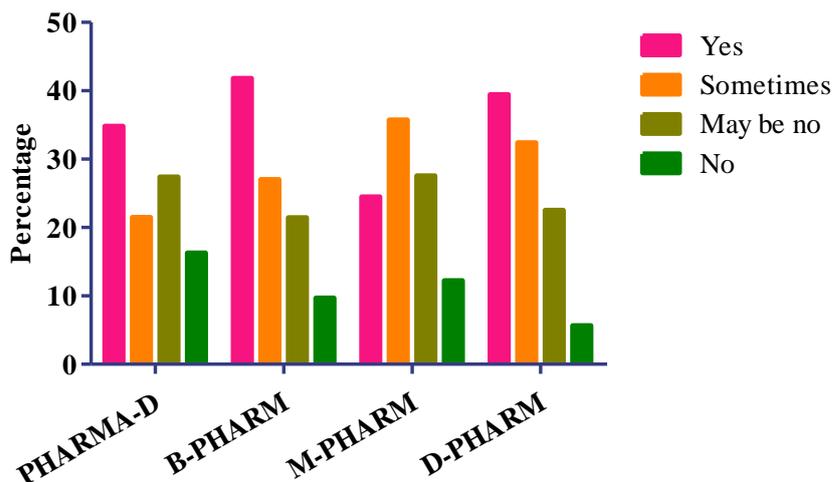


Figure 6 : Work allotted by your college

Figure 6 and Table 6 show the percentages of students who were assigned work by the college and how frequently they had a workload. (41.83%) of B.Pharm students reported having a heavy workload. 35.71% of M. Pharm. students said their workload was reasonable given the amount of time they had to work. Both M pharm students (27.55%) and Pharm D students (27.40%) reported having a manageable workload. 16.29% of Pharm D students reported having no workload.

Table-7:Playing in the evening

BRANCH	OPTIONS							
	Always		Sometimes		Once in a while		Never	
	n	%	n	%	n	%	n	%
PHARMA-D	61	45.18	48	35.55	18	13.33	8	5.92
B-PHARM	54	27.55	69	35.20	48	24.48	25	12.75
M-PHARM	27	27.55	33	33.67	29	29.59	9	9.18
D- PHARM	29	40.84	23	32.39	13	18.30	6	8.45

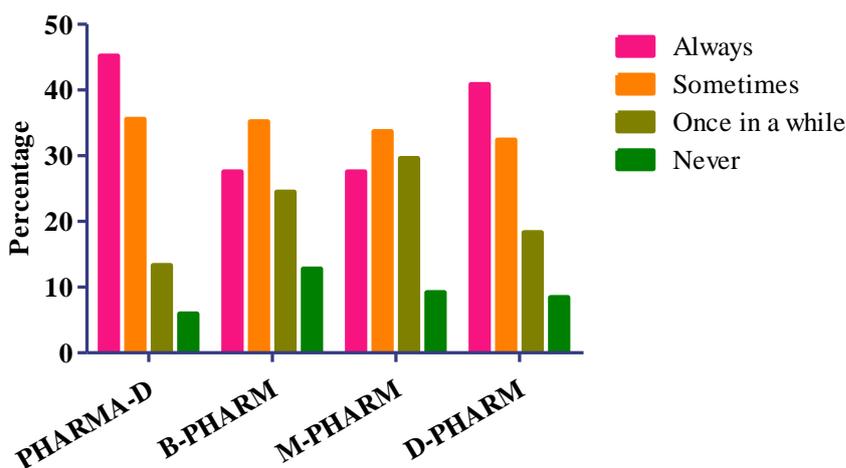


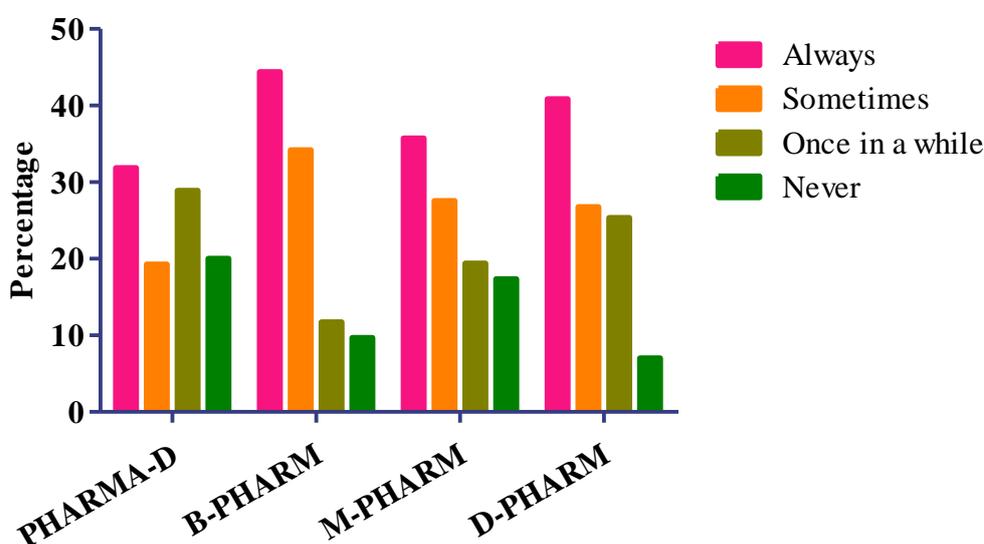
Figure 7 : Playing in the evening

Figure 7 and Table 7 display the percentages of the various categories of pharmacy students playing in the evening and how frequently they were playing. Nearly 45.18% of Pharm D students said they regularly engage in evening games or leisure activities. 35.20% of B.

Pharm students occasionally engaged in evening recreational activities. M.Pharm students (29.59%) stated that they occasionally engage in moderate play or recreational activities. 12.75% of B.Pharm students had never participated in evening gaming.

**Table-8: Stressed with the academics**

BRANCH	OPTIONS							
	Always		Sometimes		Once in a while		Never	
	n	%	n	%	n	%	n	%
PHARMA-D	43	31.85	26	19.25	39	28.88	27	20
B-PHARM	87	44.38	67	34.18	23	11.73	19	9.69
M-PHARM	35	35.71	27	27.55	19	19.38	17	17.34
D- PHARM	29	40.84	19	26.76	18	25.35	5	7.04

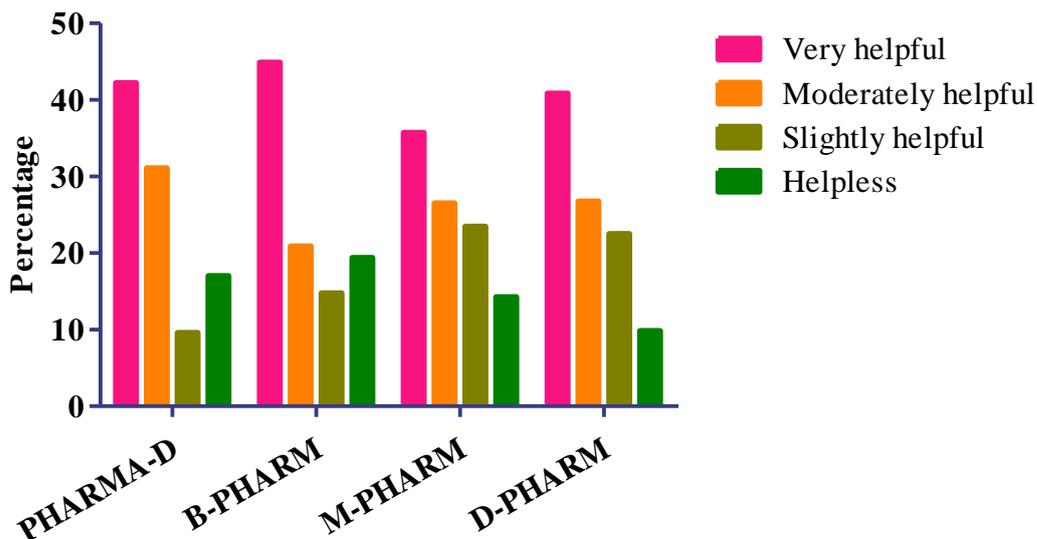


**Figure 8: Stressed with the academics**

In Table 8 and Figure 8, respectively, are the pupils responses to inquiries concerning their academic performance. Students in the B. Pharm. programme reported experiencing academic stress always (44.38%) and sometimes (34.18%). Pharm. D students (28.88%) occasionally experienced academic stress. Students in the M. Pharm. (17.34%) reported no academic stress.

**Table-9: Printed class notes**

BRANCH	OPTIONS							
	Very helpful		Moderately helpful		Slightly helpful		Helpless	
	n	%	n	%	n	%	n	%
PHARMA-D	57	42.22	42	31.11	13	9.62	23	17.03
B-PHARM	88	44.89	41	20.91	29	14.79	38	19.38
M-PHARM	35	35.71	26	26.53	23	23.46	14	14.28
D- PHARM	29	40.84	19	26.76	16	22.53	7	9.85

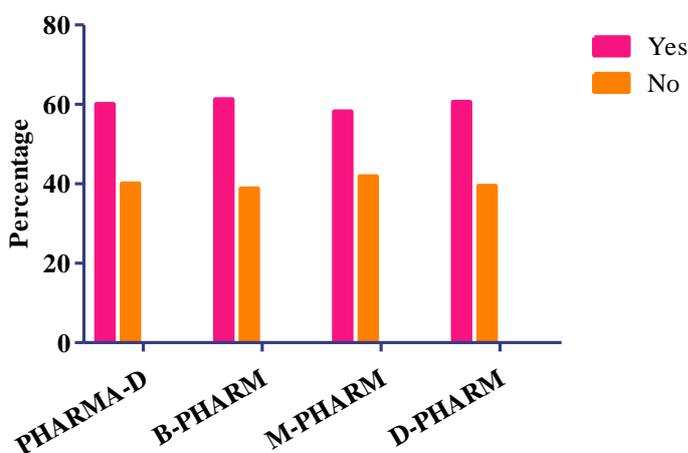


**Figure 9: Printed class notes**

Table 9 and Figure 9 display the printed class notes usefulness and their percentages. Printing out lecture notes was very beneficial to 44.89% of B.Pharm students and only moderately helpful to 31.11% of Pharm D students. M.Pharm students (23.46%) indicated that printed class notes and 19.38 were just marginally helpful. The printed class notes were useless in the eyes of B.Pharm students.

**Table-10: Talents used for your career**

BRANCH	OPTIONS			
	Yes		No	
	n	%	n	%
PHARMA-D	81	60	54	40
B-PHARM	120	61.22	76	38.77
M-PHARM	57	58.16	41	41.83
D- PHARM	43	60.56	28	39.43

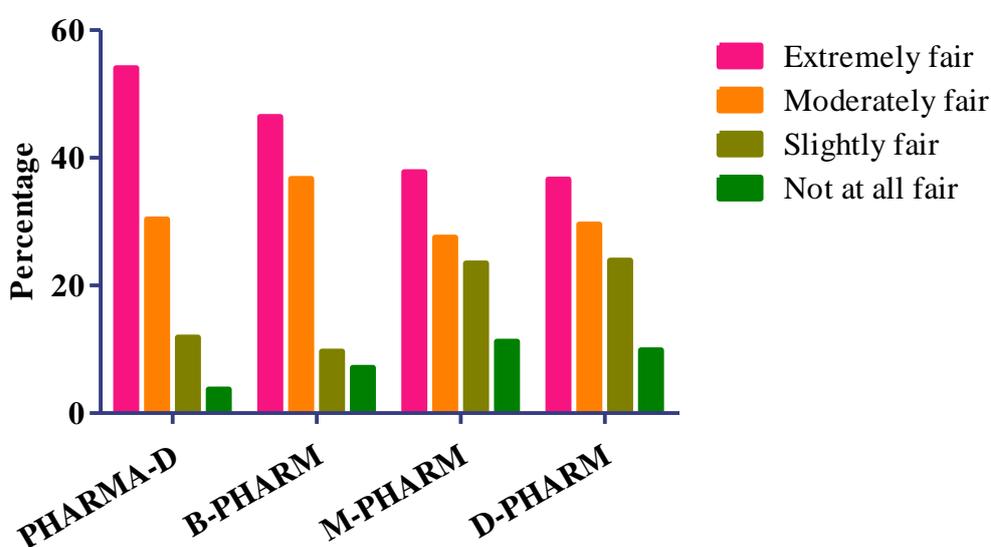


**Figure 10: Talents used for your career**

The students responses to the question Talents used for their career are shown in Table 10 and their percentages in Figure 10. While 41.83% of M. Pharm students (56%) said their talents were never used in their selected job paths, 61.22% of B.Pharm students thought that their talents were extensively utilised for their chosen career pathways.

**Table-11: Pay at your college**

BRANCH	OPTIONS							
	Extremely fair		Moderately fair		Slightly fair		Not at all fair	
	n	%	n	%	n	%	n	%
PHARMA-D	73	54.07	41	30.37	16	11.85	5	3.70
B-PHARM	91	46.42	72	36.73	19	9.69	14	7.14
M-PHARM	37	37.75	27	27.55	23	23.46	11	11.22
D- PHARM	26	36.61	21	29.57	17	23.94	7	9.85

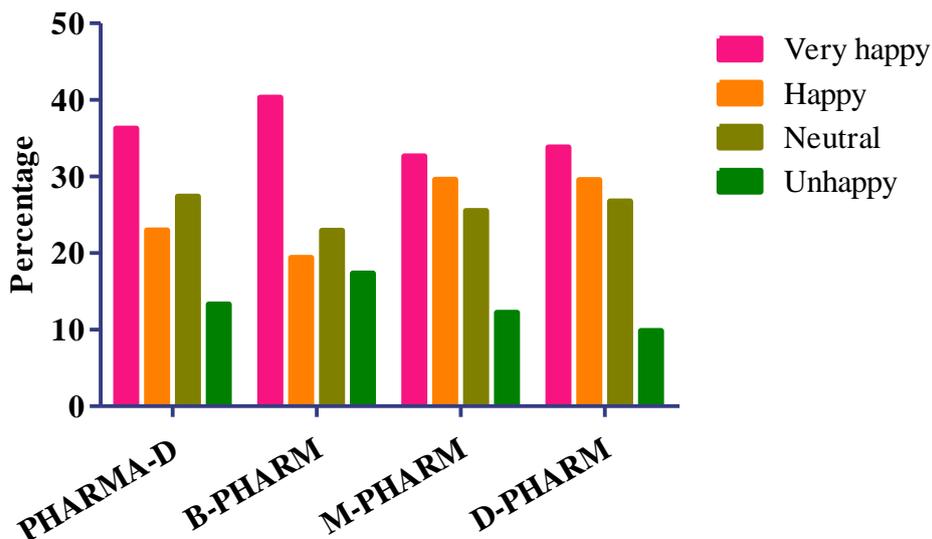


**Figure 11: Pay at your college**

Figure 11 and Table 11 show the frequency of student college pay and its fairness. Approximately 54.07% of Pharm.D. students thought that their college offered highly fair pay. Students in the B. Pharm. programme (36.73%) said that the college remuneration was about average. 23.94% D. pharm students said their college's remuneration was just barely fair. Students in the M.Pharm programme (11.22%) said their college pay was not at all fair.

**Table-12: Extracurricular activities**

BRANCH	OPTIONS							
	Very happy		Happy		Neutral		Unhappy	
	n	%	n	%	n	%	n	%
PHARMA-D	49	36.29	31	22.96	37	27.40	18	13.33
B-PHARM	79	40.30	38	19.38	45	22.95	34	17.34
M-PHARM	32	32.65	29	29.59	25	25.51	12	12.24
D- PHARM	24	33.80	21	29.57	19	26.76	7	9.85

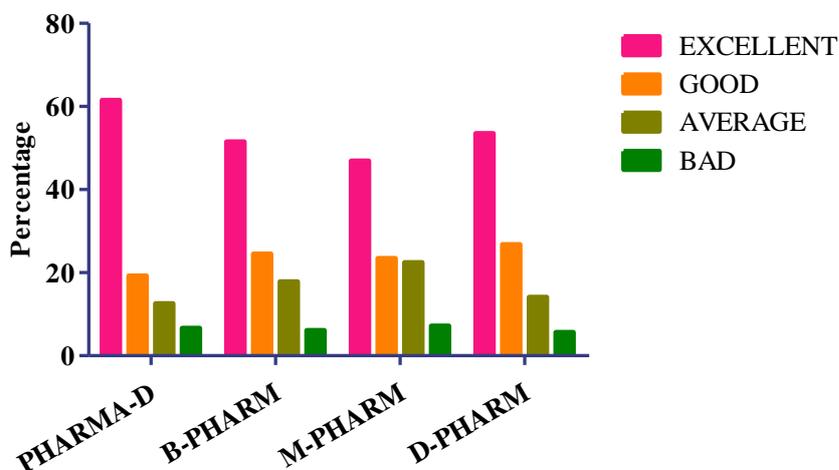


**Figure 12: Extracurricular activities**

The perspectives of the students regarding their perceptions of extracurricular activities and their percentages are shown in Table 12 and Figure 12, respectively. 40.30% of B. Pharm students said they were extremely enthusiastic about extracurricular activities. Students in the M. pharm. programme (29.59%) said they were grateful for extracurricular activities. 27.40% of Pharm D students had conflicting opinions on extracurricular activities. B-Pharm students' dissatisfaction with extracurricular activities was 17.34%.

**Table-13:Opinion on the Industrial visit**

BRANCH	OPTIONS							
	EXCELLENT		GOOD		AVERAGE		BAD	
	n	%	n	%	n	%	N	%
PHARMA-D	83	61.48	26	19.25	17	12.59	9	6.66
B-PHARM	101	51.53	48	24.48	35	17.85	12	6.12
M-PHARM	46	46.93	23	23.46	22	22.44	7	7.14
D- PHARM	38	53.52	19	26.76	10	14.08	4	5.63

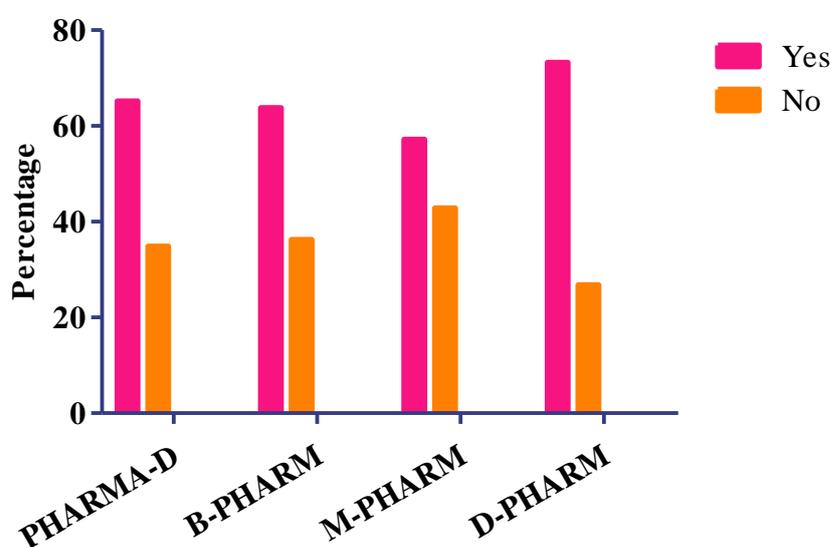


**Figure 13: Opinion on the Industrial visit**

Percentages and student opinions on the industrial visit are shown in Figure 13 and Table 13 respectively. A little over 26.76% of D.Pharm students thought favourably of industrial visits, compared to 61.48% of Pharm D students. M. Pharm. students rated industry visits as being ordinary and unfavourable, respectively, at 22.44% and 7.14%.

**Table-14:Opinion on Social services**

BRANCH	OPTIONS			
	Yes		No	
	n	%	n	%
PHARMA-D	88	65.18	47	34.81
B-PHARM	125	63.77	71	36.22
M-PHARM	56	57.14	42	42.85
D- PHARM	52	73.23	19	26.76

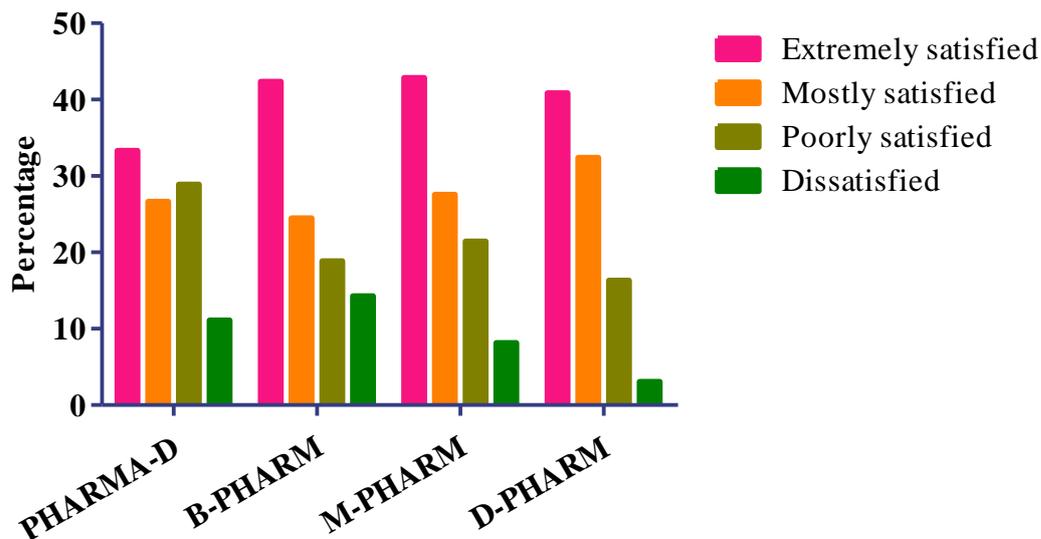


**Figure 14: Opinion on Social services**

Table 14 and Figure 14 indicate, respectively, the student viewpoints on their perceptions of social services and their percentages. 73.23% of D Pharm students had positive thoughts regarding the social services that are available to them, compared to 42.85% of students who have negative opinions.

**Table-15:Satisfied with your college**

BRANCH	OPTIONS							
	Extremely satisfied		Mostly satisfied		Poorly satisfied		Dissatisfied	
	n	%	n	%	n	%	n	%
PHARMA-D	45	33.33	36	26.66	39	28.88	15	11.11
B-PHARM	83	42.34	48	24.48	37	18.87	28	14.28
M-PHARM	42	42.85	27	27.55	21	21.42	8	8.16
D- PHARM	29	40.84	23	32.39	16	16.32	3	3.06

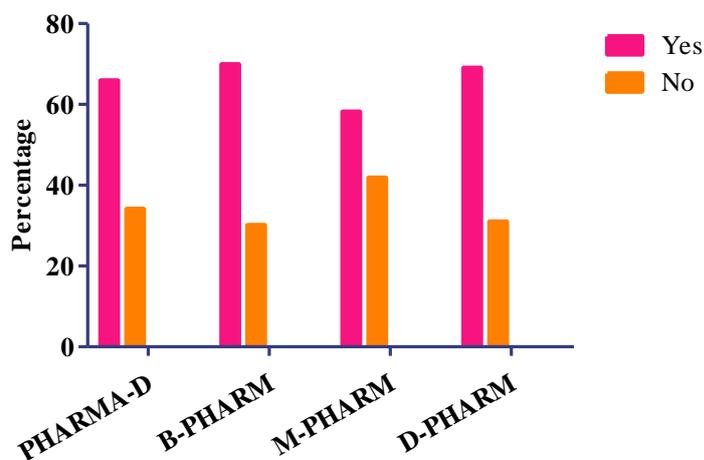


**Figure 15: Satisfied with your college**

Table 15 and Figure 15 indicate the satisfaction of the students with their college and their percentages. M-Pharm students generally expressed high levels of satisfaction (42.85%), whereas D-Pharm students expressed moderate levels of satisfaction (32.39%). 14.28% of M Pharm students and 28.88% of Pharm D students, respectively, expressed low levels (32.39%) of satisfaction.

**Table-16: Personal issues**

BRANCH	OPTIONS			
	Yes		No	
	n	%	n	%
PHARMA-D	89	65.92	46	34.07
B-PHARM	137	69.89	59	30.10
M-PHARM	57	58.16	41	41.83
D- PHARM	49	69.01	22	30.98



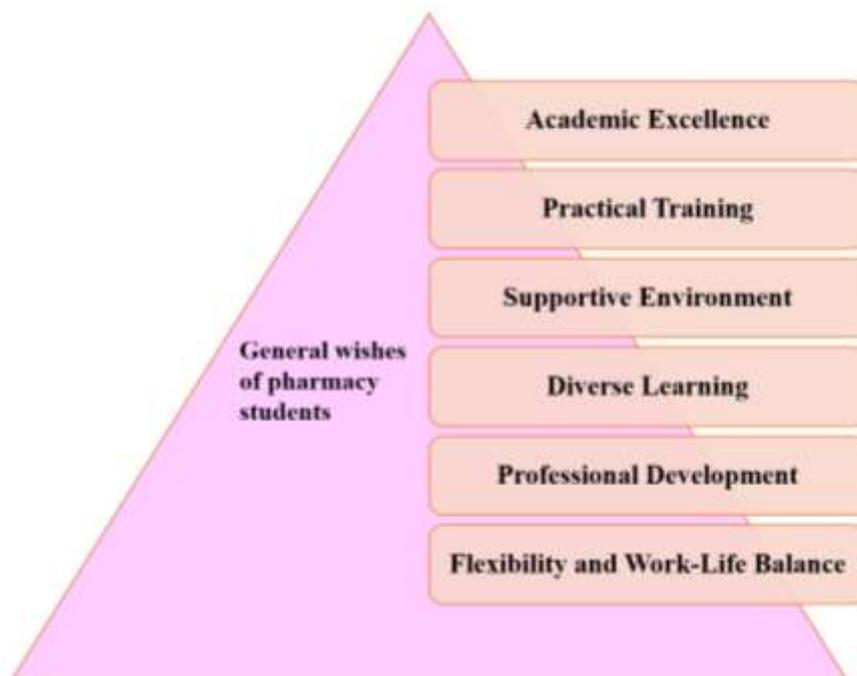
**Figure 16: Personal issues**

Table 16 and Figure 16 represents the students perspective about the effect of personal issues on their studies and their percentages. In comparison to 41.83% of M pharm students, 69.89% of B pharm students reported that personal concerns had little influence on their academic performance.

**Table-17: Wishes to make about your college**

s.no	B.Pharm	M.Pharm	D.Pharm	Pharm.D
1.	Enhanced practical training opportunities.	Research-focused curriculum to develop strong expertise.	Comprehensive practical training for real-world scenarios.	Clinical rotations in different healthcare environments.
2.	Up-to-date curriculum reflecting industry trends.	Collaborative projects with pharmaceutical companies.	Updated study materials aligned with regulatory changes.	Integration of interprofessional education for team skills.
3.	More guest lectures by experienced professionals.	Access to cutting-edge research journals and resources.	Exposure to various pharmacy practice settings.	Training in medication therapy management.
4.	Well-equipped labs with advanced instruments.	Support for attending national and international conferences.	Workshops on patient counseling and communication.	Access to electronic health records for learning.
5.	Opportunities for industry internships.	Guidance for pursuing Ph.D. and academic careers.	Placement assistance for diverse pharmacy roles.	Preceptorship opportunities with experienced pharmacists.

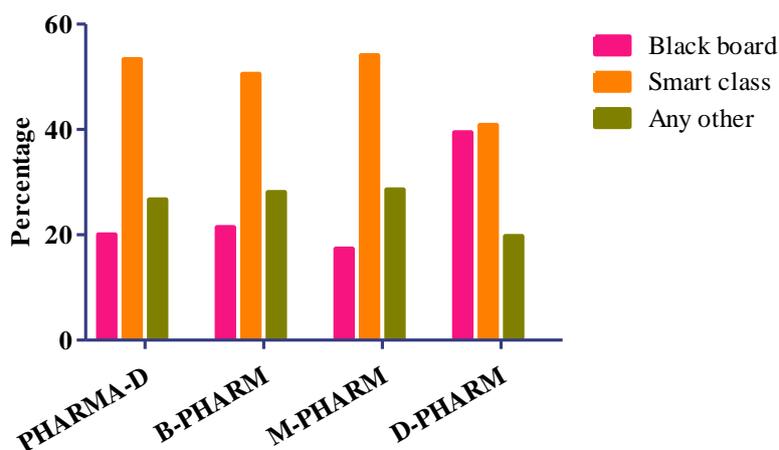
**Figure 17: General wishes of pharmacy students.**



The frequent wishes of pharmacy college students for their colleges are displayed in Table 17 and a diagrammatic representation of them are presented in figure 17.

**Table-18:Black board or Smart class**

BRANCH	OPTIONS					
	Black board		Smart class		Any other	
	n	%	n	%	n	%
PHARMA-D	27	20	72	53.33	36	26.66
B-PHARM	42	21.42	99	50.51	55	28.06
M-PHARM	17	17.34	53	54.08	28	28.57
D- PHARM	28	39.43	29	40.84	14	19.71



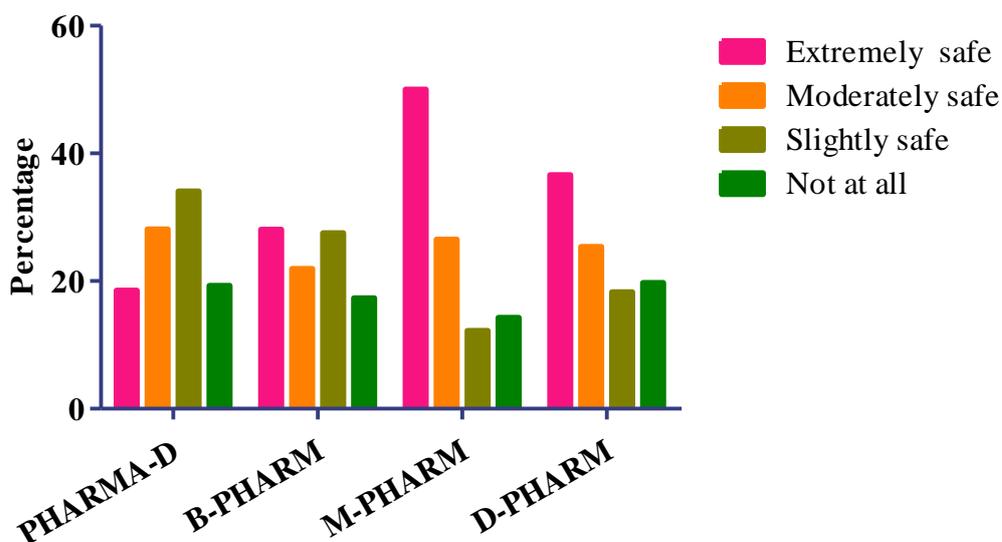
**Figure 18: Black board or Smart class**

The student replies to questions on their blackboard or smart class preference and their percentages are shown in Table 18 and Figure 18, respectively. Blackboard instruction is

typically used by 39.43% of D pharmacy students, while smart class instruction is typically used by 53.33% of D pharmacy students. 28.57% have opted for another type of instruction.

**Table-19:Safe with social media**

BRANCH	OPTIONS							
	Extremely safe		Moderately safe		Slightly safe		Not at all	
	n	%	n	%	n	%	n	%
PHARMA-D	25	18.51	38	28.14	46	34.07	26	19.25
B-PHARM	55	28.06	43	21.93	54	27.55	34	17.34
M-PHARM	49	50	26	26.53	12	12.24	14	14.28
D- PHARM	26	36.61	18	25.35	13	18.30	14	19.71

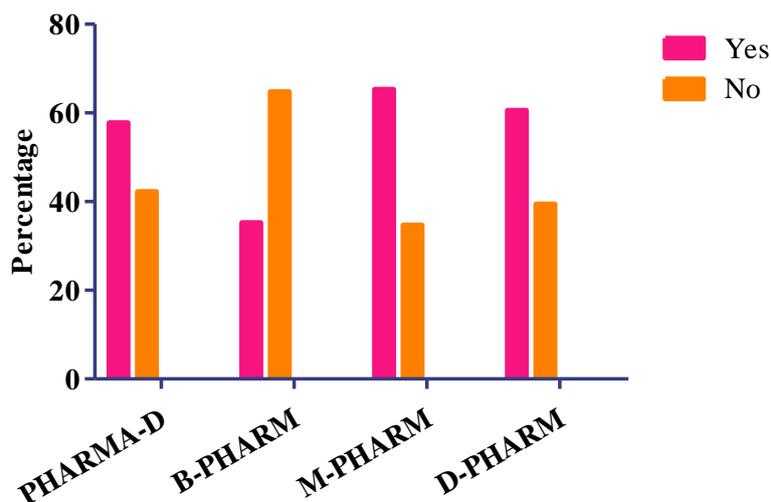


**Figure 19: Safe with social media**

Table 19 and Figure 19 show the social media safety and their percentages. According to 36.67% of D pharmacy students, using social media is very safe. 28.14% and 34.07% of pharma D students said that using social media is either mildly or moderately safe. 19.71% of students studying D pharma said that using social media is not at all safe.

**Table-20:Parents aware**

BRANCH	OPTIONS			
	Yes		No	
	n	%	n	%
PHARMA-D	78	57.77	57	42.22
B-PHARM	69	35.20	127	64.79
M-PHARM	64	65.30	34	34.69
D- PHARM	43	60.56	28	39.43

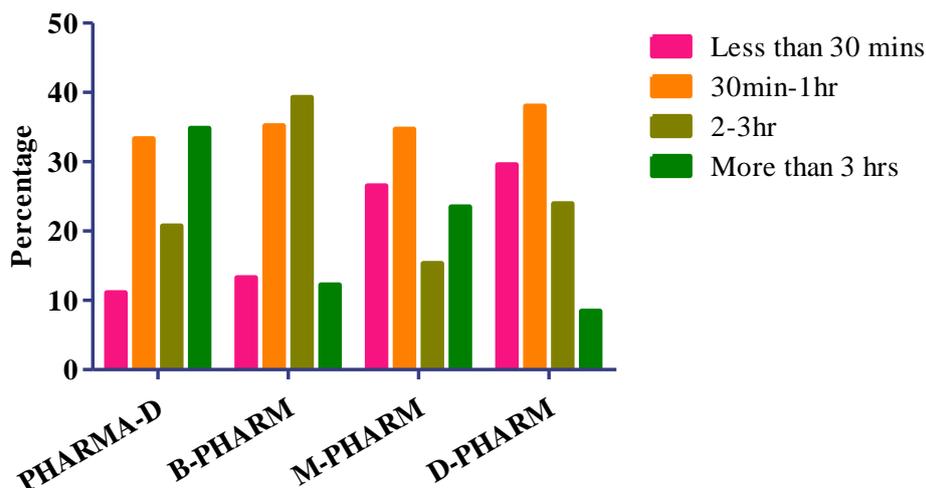


**Figure 20: Parents aware**

Table 20 and Figure 20 illustrate the student responses to questions about parentalknowledge of their children's use of social media and the corresponding percentages. Parents of D pharmacy students were 60.56 percent aware of their kids' use of social media, compared to parents of B pharmacy students, who were 64.79 percent unaware of their kids' use of social media.

**Table-21: Time spend on posting**

BRANCH	OPTIONS							
	Less than 30 mins		30min-1hr		2-3hr		More than 3 hrs	
	n	%	n	%	n	%	n	%
PHARMA-D	15	11.11	45	33.33	28	20.74	47	34.81
B-PHARM	26	13.26	69	35.20	77	39.28	24	12.24
M-PHARM	26	26.53	34	34.69	15	15.30	23	23.46
D- PHARM	21	29.57	27	38.02	17	23.94	6	8.45



**Figure 21: Time spend on posting**

Table 21 and Figure 21 show the amount of time the students spent posting on social media and their percentages. 38.2% of D pharmacy students spent between 30 minutes and an hour on social media, compared to 29.57% who used it for under 30 minutes. 34.81% of pharmacy students and 39.28% of B-pharm students respectively spent more than three hours posting on social media.

### CONCLUSION:

The findings of the survey suggest that a variety of elements, including the amount of academic work, extracurricular activities, and social connections, affect pharmacy students' quality of life. The results show that in order to improve the general wellbeing of pharmacy students, educational institutions need to have measures in place that address these concerns. This can entail making changes to the curriculum's organisational principles, providing stress-management courses, encouraging extracurricular involvement, and creating a welcoming learning environment. Pharmacy schools may aim to create a more balanced and supportive learning environment that ultimately adds to the general success and wellbeing of their students by recognising the difficulties and strengths revealed in this study.

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