



A DESCRIPTIVE STUDY TO ASSESS THE ACADEMIC STRESS AMONG NURSING STUDENTS

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ABSTRACT

Background- Body's natural defense against any danger and stressful event is Stress. During stress body use a mechanism in which body flood with hormones that prepare its different systems to equivocate and overcome dangerous situation. This mechanism of body is called as fight-or-flight mechanism.

Aim- to assess the academic stress among the nursing students.

Materia and Method- A descriptive study on 500 samples through convenient sample technique. The tool contains 7 demographic variables and perceived stress scale to assess the stress among the nursing students, the scale contains 6 areas of academic stress. The data collection was done by online media (google form). The data was collected in month of December to January.

Result-The study included a total of 500 nursing students with academic course BSc nursing, post BSc nursing, BSc nursing, Gnm, Anm. And age group of students were 16 to 24. The mean age of study participants was 19.32 and SD 261.62.

Conclusion- The study findings suggest that the majority of the students had academic stress from area of assignments and work load, hence, this study helps in providing stress relieving exercises to all those students who were suffered from stress and furthermore relieve the stress.

INTRODUCTION

Body's natural defense against any danger and stressful event is Stress. During stress body use a mechanism in which body flood with hormones that prepare its different systems to equivocate and overcome dangerous situation. This mechanism of body is called as fight-or-flight mechanism.

When people face challenges or unresolved situations, they have a partly physical response. The body activates and fight with that situation and challenges which help either to stay and confront the challenge or to get rid of stress as fast as possible.

Stress should be considered as normal as it is a natural reaction of body towards any stressor. These stressors could be educational areas, relationship, financial pressure, professional life and other situation. If individual fails to overcome these stressors, then it may lead to stress and due to this stress mental and physical health of individual gets affected.

Stress and stressors could be different for different ages in which it was found that young adults may get greater stress than older. Major reason for stress among young generation could be educational area. During education period these stressors could arise from exams anxiety, collage performance, teacher's pressure, collage attendance, peer pressure and assignments etc.

The younger generation who chooses nursing as their profession also face difficulties and took longer time to adjust with that which make them anxious some time.

The nursing specialty consists of both theoretical and clinical courses that reinforce and support each other. The theoretical part, conducted in classrooms through lectures, case studies, and directive discussions, is complemented by clinical training to provide students with opportunities to develop the knowledge, skills, attitudes, and values taught in classrooms and labs. Furthermore, clinical training assists students in developing clinical skills, integrating theory into practice, and expanding their expectations of their future careers.

Recent research concerning healthcare-related fields and stress has indicated that nursing students experience higher stress levels compared to other majors and that these levels are on the rise. Additionally, student nurse clinical experiences may adversely affect their learning outcomes, academic performance, overall health, well-being, quality of life, clinical routine, and even suicidal behavior. Eight hundred thousand people commit suicide every year, and even more attempt to do so. Despite advances in neuroscience and understanding of the pathophysiology of human behavior, suicide remains a baffling challenge. Scientific evidence suggests that the synergic role of genetics, exogenous and endogenous stressors, epigenetic and neuromodulators also play a role in the occurrence of suicide.

This study provides prevalence of academic stress among different certified and diploma courses of nursing.

Material And Methods:

Study Design

This study was conducted in selected Nursing Colleges of Dehradun, Uttarakhand, from 2 December, 2023 to 10 January, 2024. In this Non-Experimental approach with Descriptive survey design was used, 500 samples were selected from nursing colleges, Dehradun, Uttarakhand for the study. Non probability convenient sampling technique was used to select the sample. Socio demographic data and perceived stress scale was used to assess the stress among the nursing students.

Instument/Tool

Tool consists of two sections, section A and section B, section A consists of sociodemographic data such as age, education, residence, father education, mother's education whereas section B consists of perceived Stress Scale. The scale consists of total six areas of stress such as stress from taking care of patient,

stress from assignments and workload, stress from lack of professional knowledge and skills, stress from area of practice, stress from peers and daily life, stress from teachers and nursing staff.

Statistical analysis

The data were presented as mean±standard deviation (SD), Frequency and percentage distribution was used to evaluate sociodemographic variables of nursing students of Dehradun, Perceived stress scale was used to assess the area of stress in nursing.

Table No.1 Selected demographic variables of nursing students

S.No.	Variables	Frequency	Percentage
1	AGE		
	16-20 years	400	80
	21-24 years	70	14
	More than 24 years	30	06
2	RESIDENCE		
	Rural	300	60
	Urban	200	40
3	EDUCATION		
	M. Sc Nursing	20	4
	P.B.Sc Nursing	33	6.6
	B.Sc Nursing	230	46
	GNM	206	41.2
	ANM	11	2.2
4	Residence during education		
	with family	150	30
	without family	350	70
5	Father's occupation		
	Private job	139	27.8
	govt job	167	33.4
	self employed	170	34
	non working	24	4.8

6	Mother's occupation		
	Private job	5	1
	govt job	20	4
	self employed	2	0.4
	House maker	473	94.6
7	Family Income		
	1-2 lakh	200	40
	<1 lakh	269	53.8
	>2 lakh	31	6.2

Table No 2: Academic stress among the Nursing students

N=500

S.N O	Area of Stress	Never	Rarel y	Sometime s	Frequently	Alway s
1	Stress from taking care of patients					
	(a) Lack of experience and ability to provide nursing care and make judgements	150.5	200.4	40	89.1	20
		290	90.4	60.6	35	24
	(b) Do not know how to help patients with physio-psycho-soil problems	240.5	114.5	50.6	40.4	54
		80	70	150	130	70
	(c) Unable to meet one's expectations.	90	70	190	90	60
	(d) Unable to provide appropriate responses to teachers and patients families	74	98	132	96	100
	44	62	116	138	140	
	(e) Unable to provide patients with good nursing care					
	(f) Do not know how to communicate with patients.					
	(g) Experience difficulties in changing from the role of a students to that of nurse.					

2	<p>Stress from assignments and workload</p> <p>(a) worry about bad grades.</p> <p>(b) Experience pressure from the nature and quality of clinic practice.</p> <p>(c) Feel that one's performance does not meet teacher's experience</p> <p>(d) Feel that clinical practice requirement exceeds one's physical and emotional endurance.</p> <p>(e) Feel that dull and inflexible clinical practice affects one's family and social life.</p>	02	06	64	108	320
		03	05	44	96	352
		07	18	43	199	233
		05	17	59	98	321
		07	15	196	97	85
3	<p>Stress from lack of professional knowledge and skill</p> <p>(a) Unfamiliar with medical history and terms</p> <p>(b) Unfamiliar with professional nursing skill.</p> <p>(c) Unfamiliar with patients diagnoses and treatment.</p>	36	50	74	138	202
		16	54	99	143	188
		22	47	79	152	200
4	<p>Stress from area of practice</p> <p>(a) Feel stressed in the hospital environment where clinical practice takes place</p> <p>(b) Unfamiliar with the ward facilities.</p> <p>(c) Feel stressed from rapid changes in patient's conditions.</p>	06	12	41	112	329
		14	31	66	179	210
		07	19	98	201	175
5	<p>Stress from peers and daily life.</p> <p>(a) Experience competition from peers in school and clinical practice.</p> <p>(b) Feel pressure from teachers who evaluate student's performance by comparison.</p> <p>(c) Feel that clinical practice affects involvement in extracurricular activities.</p> <p>(d) Cannot get along with peers.</p>	09	11	53	68	359
		27	68	108	141	156
		46	52	93	121	188
		13	37	136	148	166

6	Stress from teachers and nursing staff					
	(a) Experience discrepancy between theory and practice.	27	40	84	107	242
	(b) Do not know how to discuss patients illness with teachers or nursing personnel.	36	106	209	100	49
	(c) Feel stressed because teacher's instructions differ from one's expectations.	29	31	111	121	208
	(d) Doctors lack empathy and are unwilling to help.	169	154	74	63	40
	(e) Feel that teachers do not evaluate students fairly.	67	56	85	174	118
(f) Lack of care and guidance from teacher.	367	95	21	06	11	

Result

The study included a total of 500 nursing students with academic course BSc nursing, post BSc nursing, BSc nursing, Gnm, Anm. And age group of students were 16 to 24. The mean age of study participants was 19.32 and SD 261.62, The majority of 400(80%) nursing students belonged to 16 to 20 years of age. In Residence majority of students 300(60%) belonged to rural area. In education majority of students 230(46%) belonged to BSc. Nursing course. In Residence during education majority of students 350(70%) belonged to without family. In father's education majority of students 170(34%) belonged to self-employed. In mother's education majority of students 473(94.6%) belonged to house wives. In family income the majority of students 269(53.8%) belonged to less than 1 lakh income.

The perceived stress scale was used to analyze the academic stress of subjects among the 500 nursing students, there were six areas of stress analyzed, in which, the majority of students 140 (28%) always have stress from area of taking care of patients. From area of stress assignment and work load the majority of students 352 (70.4%) having stress through experience pressure from the nature and quality of clinic practice. Regarding stress from lack of professional skill and knowledge the majority of students 200 (40%) believed that they always have stress through unfamiliar with patient's diagnosis and treatment. From the area of stress of, the majority of students 329 (65.8%) believed that they always have stress through hospital environment where clinical practice takes place. From peers and daily life, the majority of students 359 (71.8%) believed that always have stress through experienced competition from peers in school and clinical practice. Regarding stress from teachers and nursing staff 242(48.4) believed that always have stress through experience discrepancy between theory and practice.

Discussion

The current study has shown that majority 352(70.4%) of stress experienced from pressure from the nature and quality of clinic practice. The study shows that the mean age of study participants was 19.32 with SD 261.62. this study findings suggest that the majority of stress among nursing students comes from assignments and work load.

A similar study was conducted at Andhra Pradesh by Moses Kandula, P. Karthika to assess the academic stress among BSc nursing students. The study used a convenient sampling technique to select the samples. 50 samples were selected. In which, 6 students had mild stress, 36 students had moderate stress and 8 students had severe academic stress.

Conclusion

The study findings suggest that the majority of the students had academic stress from area of assignments and work load, hence, this study helps in providing stress relieving exercises to all those students who were suffered from stress and furthermore relieve the stress.

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