

A Study to Assess the Clinical duty Stress Among Nursing Students in Selected Colleges at Jind, Haryana

Mr.Baba Vajrala, Research Scholar, Malwanchal University.

Prof.Dr.Pradeep V.S .Research Supervisor, Malwanchal University

Introduction

The nursing curriculum is directed towards preparing professional and competent nurses who would apply their knowledge and skills throughout their work process. Thus, emphasis should be placed on students' clinical learning and training since it applies all the clinical skills; affective, psychomotor, and theoretical knowledge. In nursing education, the information and the skills acquired in the clinical setting with actual patients is far more beneficial than structured scenarios in the labs or in a class room. Clinical practice provides nursing students with the opportunity to gain the applied knowledge as well as psychomotor skills that are imperative for their professional development.

Nursing students face not only academic stress but stress at work during their training period. One focus of interest in research on stress at work is the sources of stress, or stressors, which interact and contribute to the onset of stress in organizational settings (Spielberger & Reheiser 2005). Some of the most common stressors are time pressures, workload, making decisions, continuous changes and economic mistakes at work.

In recent decades, research on health in work environments has evolved from a focus on the prevention of physical risks to a global approach. In this context, emergent psychosocial risks, such as job stress, are of particular interest. Among the negative effects of stress on the individual are physical, psychological and behavioural disorders. In turn, stress is associated with organizational-level issues, such as increased absenteeism, decreased quality of work and decreased productivity.

Students' stress in their clinical practice can be altered and influenced by the coping strategies they choose to employ. Effective coping strategies help students to perform markedly better in regards to their studies; coping strategies also aid in relieving students' stress. It was observed that the best and most useful coping strategies areas follows: problem solving, transference (efforts to keep a positive attitude toward the stressful situation), and unrelenting optimism.

In India, the undergraduate nursing education has developed rapidly over the last sixty years. The Indian nursing curriculum is composed of four years. Nursing curriculum is designed to meet the Indian nursing council rules and regulations, which is responsible for the universities' program accreditations. In India, nursing curriculum mandates that specific courses are offered in specific years so students in the second year of

practice will be expected to finish Medical surgical nursing I and Medical surgical nursing II Practicum II in the third year, the students are expected to finish Mental Health Nursing and Paediatric Health Nursing, and in the fourth year Maternal Health Nursing year they are expected to finish the Community Health Nursing II

Nursing students in India are required to complete about more than 2000 contact hours of clinical practice throughout the program. Clinical instructors are usually equipped with a Masters degree and have adequate clinical experience. Students generally go to their clinical in groups with a ratio of clinical instructors to students being 1: 10. In this study the aim of the researcher is to identify the common stressors experienced by the nursing students during their clinical practice.

Methodology

A descriptive comparative correlational design is used for assessing the common stressors experienced by the nursing students during their clinical practice.

Sample and sampling technique

A convenient sample is used for selecting the samples 100 nursing students in various academic years of study, of the BSc Nursing Program, in two different year of nursing in carrier medical college participated in the current study (50 from 3rd year and 50 from 4th year)

Settings

Selected Colleges in Jind, Haryana,

Tools

Self-reported questionnaire was used which is composed of demographic data, a Perceived Stress Scale (PSS) and a Coping Behaviour Inventory (CBI). Demographic data included: age, gender, and years of education, interest in nursing and previous nursing experience.

Data Collection

The researchers approached students during clinical practice, so that the data collected could prove to be more representative for the perceived stress. The researcher approached the students at the end of their clinical practice and explained the purpose of the study. A cover sheet with the details of the study was provided for students. Students who were willing to participate in the study were asked to fill out the questionnaire, and then return it to the researcher immediately. Only students who had answered the questionnaires entirely were included in the definitive sample.

Data Analysis

Descriptive

statistics, appropriate to the level of measurement, were used to describe the study variables. In addition, inferential statistics; Bivariate (T-test; ANOVA) statistical test and Multivariate statistical analysis (Multiple regression) were used to answer the research questions.

Result

The study reveals that of 96.1%. Students' ages ranged between 19 and 22 years with a mean of 20.9 (1.4). More than two thirds of the participants were female, constituting 66.2%. The highest number of participants 42.4% was in their second academic year, and in the Medical surgical Nursing I 39.3%. For the most part, the participants 66.5%, had an interest in the nursing profession, while few had previous experience in nursing 18.2%. Most of the participants 68.9% were taught by female instructors. The mean of stress perceived by the participants was 1.56 (SD= .63). Of the participants, (44.22%) had stress levels above the mean. The most common type of stressors perceived was stress from assignment work (M= 2.12, SD=0.88), followed by stress of peers and daily life (M=1.65, SD= 0.91) and from nursing staff and teachers (M=1.58, SD=0.89). The major stress event students experienced was worrying about grades (M= 2.62, SD=1.34), followed by experiencing pressure from the nature and quality of clinical practice (M = 2.15, SD=1.22) and feeling that one's performance does not meet teachers' expectations (M = 1.98, SD=1.17). Minor stress the students experienced was related to communication with patients (M=.85; SD= 1.14); inability to provide patients with good nursing care (M= 1.18; SD=1.07); and being unfamiliar with medical history and terms (M=1.25; SD=1.09)

ANOVA test was used to test mean differences of students in different academic years, courses enrolled, and stress levels. The results revealed that the student's academic year was directly associated with the student's stress level (F = 6.34; df = 2, 100, p<.05).

Discussion

This study assesses nursing students' perceived stress, stress related factors in clinical practice at different academic years of study, as well as identifying the coping strategies used by BSc nursing students. The study

findings suggested that approximately half of participants have a stress level above the mean. This is in harmony with the findings of a previous study, which was conducted among Jordanian nursing students in their initial period of clinical practice, which indicated that fifty-two percent of nursing students have stress levels above the mean. In the current study, out of the

six stress related factors, students scored as having stress levels below the mean in three of them (stress of the environment; stress of taking care of patients and stress from lack of professional knowledge and skills). However, it might be difficult to compare stress levels between different populations and different situations. According to a trans-cultural model, the individual's interpretation of a situation to be stressful or not, could be explained by individual's perceptual and cognitive processes .

It indicated that there is an internal demand such as basic needs, self-esteem, and self-concept that affect student appraisal of the situation as well as their response to the situation. This is also explained via locus of control concept. In this context, it can be seen as those students who have an interest in nursing have more control over the situation and this gives them a sense of self confidence as well.

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