

Stress among Diploma and Graduate Nursing students : A Descriptive Study

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Introduction

Stress is frequent in those who are under a lot of strain, such as managers and students who have to achieve strict deadlines and standards. Because of the transitional nature of college life, college students, particularly freshmen, are more susceptible to stress. As well as acclimating themselves to a new social situation, they have to learn how to cope with the stress of being away from home for the first time and still maintain their high academic standards.

Stress has been proved to have a negative impact on everyone, according to previous studies. Everything, good or terrible, can induce stress if it presents a challenge to our mental or emotional well-being. Stress is the result of having to constantly adjust, adapt, or shift one's behaviour. Life transitions, both positive and negative, can lead to stress, according to the vast majority of research on stress. This includes things like failing an exam, having problems with roommates, illness in the family, getting married or divorced, getting promoted or fired, moving to a new location, and going to the university. Adapting to a new cultural environment, dealing with day-to-day stressors, and the process of acculturation have all been cited as stressors in people's lives. For all of us to live in a state of constant stress implies that we are all affected by it.

Students and employees in developing nations are also becoming more interested in stress studies in recent years. It's no surprise that stress research is in such high demand, given how prevalent it is in our modern environment and how widely recognised it is as a universal affliction. We all have to deal with it, and it's considered the price we pay for the effort to live. A majority of visits to family doctors' offices are connected to stress, according to the American Academy of Family Physicians. In addition to the classroom instruction, nursing students receive hands-on training in hospitals as part of their education. As a result, they may be exposed to different kinds of stressors. Nurses and not nursing students have been the primary focus of the majority of previous studies. Some previous studies have found that the high demands of nursing, coupled with a lack of resources and employees and a lack of support, make the profession particularly stressful. There has been prior study in western countries showing that clinical experience and exposure to novel conditions leads to low confidence in nursing students, however this is still the case. The stress of being away from home, financial difficulties, regular clinical and educational assessments, and constantly changing clinical environments are just some of the things that nursing students face.

Methodology

Research Setting

Nursing institutes in Indore were chosen for this study. Students from all across the state come to Indore to study for a diploma in general nursing or a degree in nursing at one of the city's many colleges and schools..

Sample and Sampling Technique

It was utilised to pick a total sample of 300 nursing students (150 Graduate students and 150 DIPLOMA students) from chosen colleges and schools of nursing in Indore using the convenience sampling approach

Research Design

Descriptive survey methods were employed to collect data since they are the most appropriate tool for determining the level of student anxiety.

Using a self-created survey questionnaire, data was gathered.

In total, the Questionnaire had two primary parts. There were a number of demographic questions in the first section of the survey: age, gender, marital status, and academic discipline. Section B contained a total of 21 structured questions about factors that can cause children to feel overwhelmed.

Procedure

The principals of the chosen colleges and nursing schools had to first provide their approval for the study to go ahead. When the researchers needed assistance with data collection and selection, they turned to college teachers they knew. Prior to the start of class, students who had been selected were asked to fill out a questionnaire for quick collection by researchers and their helpers. Respondents completed the survey in roughly twenty minutes.

Results

According to the first hypothesis, pupils would experience high levels of stress. Students reported varying levels of stress based on the sort of stressor they were dealing with. Academic (53.76, percent) and Personal (M = 34.29 percent) Stressors were the most stressful for respondents, whereas Social Stressors were the least stressful (41 percent, .). Overall stress was likewise high among them (62 percent).

The second hypothesis suggested that there would be a substantial variation in the reported levels of the various kinds of stress among the students. Academic, personal, and social pressures are all types of stress. This hypothesis was put to the test using a One-Way Repeated ANOVA. This study found a substantial difference in the reported stress levels of different types (5.391). Academic and Social stresses are significantly different from Personal and Academic stressors, according to a post hoc comparison utilising Turkey's HSD. Personal, academic, and social pressures ranked the greatest in terms of severity. This suggests that pupils were more exposed to Personal stresses than to stressors from other domains.

With regards to academic discipline or course type, a substantial variation in stress levels was predicted. According to this idea, respondents' stated levels of stress may fluctuate depending on the course they teach.

Analyzing differences in the mean levels of the academic disciplines was done by using a one-way ANOVA. In terms of academic discipline, there was no discernible difference between the various categories of stress. Students enrolled in the General Nursing programme in Indore reported similar levels of stress as those enrolled in the programme in Delhi. In terms of total stress, there was similarly no significant difference between the two groups. [F(2,21) = 12.90 P = .112, two-tailed] The results are comparable for SRN students (51%), Graduate (48%) and DIPLOMA (41%). As a result, students from all academic fields reported feeling the same amount of stress.

According to a fourth hypothesis, there would be a considerable difference in the amount of stress among male and female students. Hypothesized gender differences in stress levels among respondents are the focus of this study. In order to compare the mean levels of the categories of stress and overall stress, the Independent Sample t-test was utilised.

No statistically significant differences were found between male and female students' reported levels of stress. In terms of total stress, there was no significant difference between the two groups. Males (44%) and females (66%) have similar stress levels [t (299) = -.512, p = .611, two-tailed].

Finally, it was hypothesised that marital status would have a considerable impact on stress levels. With reference to the marital status of respondents, this hypothesis examines if there are differences in reported stress levels. This study, which included single, married, and "other" respondents, employed a One-Way ANOVA to compare the stress levels of the three groups. Separated, divorced or widowed respondents make up the "other" group of participants in this study.

When compared to single and "other" respondents, married students reported significantly higher levels of academic stress (F(299) = 6.17, p = .032, two-tailed). The significance level was .006. In terms of personal and societal pressures, there were no significant differences between respondents regardless of marital status.

Discussion

Everyone is affected by stress, which is a global phenomena. Students' health and academic performance may suffer if they are always under the stress of academic and personal obligations. When nursing students in nursing training institutes are aware of the stresses they face and the degree to which they are affected by them, this information may be used to better manage and coach them on stress management strategies. As a result, scientists are eager to learn about the stress levels of different types of kids.

The study's first goal was to determine the amount of stress felt by pupils in terms of severity. Overall, students reported feeling a lot of stress, which is consistent with the theory.

The second goal was to find out which form of stress was being reported by students the most. Academic, Personal, and Social stresses make up the three main types of stress. Students reported higher levels of Personal stresses than other stressors, according to the findings.

Study three focused on the differences in stress levels between different academic disciplines and types of courses. According to the data, there was no significant difference in the various types of academic stress based on discipline or course type.

Ultimately, the researchers wanted to see if gender and marital status had an impact on stress levels. Findings reveal no statistically significant difference between male and female students' reported levels of stress in several categories. In terms of total stress, there was no significant difference between the two groups. Stakeholders and future researchers will benefit from these discoveries.

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