

An Exploratory Study to Assess the Academic Stress, Stress Reactions and Coping Strategies among the B.Sc. Nursing 1st Year Students in Selected Colleges of Moga, Punjab

Amandeep Kumar

Nursing Tutor, University Institute of Nursing, Jalalabad, Punjab, India

ABSTRACT

An exploratory study to assess the academic stress, stress reactions and coping strategies among the B.Sc. nursing 1st year students in selected colleges of Moga, Punjab, with the objectives of this study to assess the academic stress level, stress reactions and coping strategies adopted by the B.Sc. nursing 1st year students in response to academic stress. And to determine the relationship between academic stress, stress reaction and coping strategies with selected demographic variables such as age, gender, qualification of father, qualification of mother, occupation of father, occupation of mother, family monthly income, type of family, distance from home to college. Sample consisted of 100 B.Sc. nursing 1st year students selected by purposive sampling technique. Research setting was selected nursing colleges of Moga. The final result was based on the result of outcome gathered by rating scales based on stress assessment, stress reactions and coping strategies. In this study, the maximum number (66%) of B.Sc. nursing 1st year students had severe academic stress followed by (34%) had moderate academic stress, maximum (52%) of B.Sc. nursing 1st year students had positive reactions followed by the minimum number (48%) of B.Sc. nursing 1st year students had negative reactions and maximum 68% of B.Sc. nursing 1st year students had adaptive coping strategies to deal with academic stress followed by the minimum 32% of B.Sc. nursing 1st year students had maladaptive coping strategies to deal with academic stress. The result was compiled and compared with literature in order to assess the stress level, stress reactions and coping strategies.

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INTRODUCTION:

Nursing is a high stress level occupation. Various aspects of nursing have been studied around the world in recent decades, where the student faces challenging situations that often influence both his learning process and health condition. Graduation students face a new environment, different and distant from their life context. Another study was to examine effectiveness of brief improving well-being and mental health among 1st year BSc. Nursing students. The results of the study showed that stress reduction interventions decrease the risk for depression while contributing to increased self-efficacy and skills performance in a student nurse population and also increased feelings of confidence, leading to a more rewarding educational experience in nursing student. The researcher identified that the stress experienced

by the student nurses during the initial academic period is more and that leads to certain behavioral and emotional problems. Therefore based on the above life experience and ground full evidences, the researcher took interest in exploring the stress experienced by the B.Sc. Nursing 1st year students during the academic period. Here the researcher wants to help student nurses to better understand about the phenomenon of stress, stress reactions and coping strategies. This will help them to lead a stress free life and to show the better academic performances

problem statement

An exploratory study to assess academic stress, stress reactions and coping strategies among B.Sc. nursing 1st year students in selected colleges of Moga, Punjab.

PURPOSE

The purpose of present study is to assess the academic stress, stress reactions and coping strategies of B.Sc. Nursing 1st year students and to provide guidelines on management of academic stress.

OBJECTIVES

1. To assess the academic stress level of the B.Sc. nursing 1st year students.
2. To assess stress reactions of B.Sc. nursing 1st year students
3. To find out the coping strategies adopted by the B.Sc. nursing 1st year students in response to academic stress.
4. To determine the relationship between academic stress, stress reaction and coping strategies with selected demographic variables such as age, gender, qualification of father, qualification of mother, occupation of father, occupation of mother, family monthly income, type of family, distance from home to college.
5. To develop guideline on management of academic stress for B.Sc. nursing 1st year students.

OPERATIONAL DEFINITIONS

ASSESS- It refers to the evaluation of the level of academic stress, stress reactions and coping strategies among the B.Sc. nursing 1st year students.

ACADEMIC STRESS- It refers to any unpleasant event or situation perceived by students which is generated by studies and examinations.

STRESS REACTIONS-It refers to response of students to the perceived stress. Stress reactions denote physical and psychological response of college students to their perceived academic stress.

COPING STRATEGIES-It refers to strategies where students try to avoid dealing with problem by cognitively and physical distancing themselves from situation.

ASSUMPTIONS:-

1. The B.Sc. nursing 1st year students may have some level of academic stress.
2. The B.Sc. nursing 1st year students may have positive and negative reactions regarding academic stress.
3. The B.Sc. nursing 1st year students may adopt some strategies to cope with academic stress.

DELIMITATIONS:-

1. The study was limited to the B.Sc. nursing 1st year students.
2. The study was limited to nursing colleges of Moga.

Research Design

The present study non experimental research design was utilized to achieve the stated objectives.

Target Population

The population of the study was students of B.Sc. nursing 1st year of Lala Lajpat Rai College of Nursing, Babe KeCollege of Nursing and Dr.Shyam Lal Thapar College of Nursing , Moga (Punjab)

Sample size and Sampling Technique

The investigator selected a sample of 100 students of B.Sc. nursing 1st year in the age group of 17-20 years by using Purposive Sampling method of non-probability sampling technique.

Demographic variables

In this study, demographic variables were age, gender, type of family. qualification of father, qualification of mother, occupation of father, occupation of mother, family monthly income, , distance from home to college.

Selection and Development of the tool

Part 1- Sample characteristics

Part-2 – Rating scale of stress assessment data

Part III Rating scale of stress reactions.

Part IV Rating scale of coping strategies

This part consists of coping strategies tool containing 20 items. Maximum score of each statement is 3 marks and minimum is 1 ma

Student’s stress was categorized into three levels.

Level of stress	Score	%
Mild stress	1- 20	
Moderate stress	21-40	
Severe stress	41-60	

Part III Rating scale of stress reactions.

Stress reaction score

Student’s stress reaction was categorized into two ways.

Stress reaction Score

Positive reactions ≥ 40
 Negative reactions < 40

Part IV Rating scale of coping strategies Coping strategies score

Student’s coping strategies was categorized into two ways.

Coping strategies Score

Adaptive ≥ 40
 Maladaptive < 40

Plan of data analysis

Analysis of the data was done in accordance with the objectives. It was done by using descriptive and

inferential statistics such as reliability of tool, mean, percentage, standard deviation, Karl Pearson's correlation-coefficient, etc. Pie and bar diagrams were used to depict the findings Reliability of tool.

Reliability of the tool

Reliability of the tool was computed by split half technique and was calculated by Spearman Brown's formula and the reliability of the stress assessment score was $r = 0.9$ and the reliability of stress reaction score was $r = 0.9$ and reliability of Coping strategies was $r = 0.9$. Statically reliability $r = 0.95$ that shows the tools were highly reliable.

RESULT

In this study, the maximum number (66%) of B.Sc. nursing 1st year students had severe academic stress followed by (34%) had moderate academic stress, maximum (52%) of B.Sc nursing 1st year students had positive reactions followed by the minimum number (48%) of B.Sc nursing 1st year students had negative reactions and maximum 68% of B.Sc. nursing 1st year students had adaptive coping strategies to deal with academic stress followed by the minimum 32% of B.Sc. nursing 1st year students had maladaptive coping strategies to deal with academic stress. The result was compiled and compared with literature in order to assess the stress level, stress reactions and coping strategies

CONCLUSION:-

- In academic stress level the maximum number (66%) of B.Sc. nursing 1st year students had severe academic stress followed by (34%) had moderate academic stress.
- In stress reaction the maximum number 52% of B.Sc nursing 1st year students had positive reactions followed by the minimum number 48% of B.Sc nursing 1st year students had negative reactions.
- In coping strategies the maximum 68% of B.Sc. nursing 1st year students had adaptive coping strategies to deal with academic stress followed by the minimum 32% of B.Sc. nursing 1st year students had maladaptive coping strategies to deal with academic stress.

DISCUSSION

This chapter deals with finding of the present study, "An exploratory study to assess academic stress, stress reactions and coping strategies among B.Sc.nursing 1st year students in selected colleges of Moga, Punjab. In this part of chapter, an attempt has been made to discuss the findings of study in accordance with objectives of the research. The present study was Lala Lajpat Rai College of Nursing, Babe ke College of Nursing and Shyam Lal

Thapar College of Nursing. The sample consisted of 100 subjects. Purposive sampling technique was used to select sample from the population. Verbal consent was taken from students. Prior to handling over the tool to students, investigator gave self-introduction to the students and explains the purpose of gathering information.

In present study, 13% were male and 87% female. These findings are inconsistent with that reported by (Erina, et al, 2009) in which 28.4% were male and 69.8% were females. In present study, 50% students belong to nuclear family and 50% belong to joint family. These percentage are supported by (Amrit kaur, Neelam Sharma, 2009)⁴⁵ study in which 58% students belonged to nuclear family and 42% belonged to joint family.

Implications

The findings of the study can be used in the following areas of nursing profession.

Nursing education

1. The nursing student should be made aware of their role in health promotion and disease prevention in the present and future year which may help in achieving the goal of health for all.
2. The curriculum prepared should be able to prepare the students to educate the B.Sc. nursing 1st year students regarding the health hazards and encourage them to get involved in daily activities.
3. The nurse educator should periodically organize special training programmes for health team members of PHC regarding prevention of health hazards of stress.

Nursing practice

Nurses are key persons of the health team, who plays a major role in health promotion and maintainance. The teaching programme can be conducted by the nursing personnel which improves the knowledge of nurses on management of stress. As a nurse counselor, she can conduct individual counseling and group counseling for students to educate on coping strategies of the stress.

Nursing administration

The nurse as an administrator can organize and conduct teaching programmes for health workers in order to enhance their knowledge and keep them aware of the effects of stress on mind and body and providing counseling services.

Nursing research

Research provides nurses credibility to influence decision making, policy and protocol formulation regarding prevention of effects of stress. Findings of the present study suggests that educators and

administrators should encourage nurses to read, discuss and conduct research studies so as to enable the nurse to make data based decision rather than intuitive decisions.

Recommendations

1. Similar study can be under taken in schools of rural areas to assess the academic stress, stress reaction and coping strategies.
2. Study can be conducted to find out the difference of academic stress, stress reaction and coping strategies between urban school adolescents and rural school adolescents.
3. Study can be under taken to evaluate the various method of teaching for imparting education regarding stress management to students.
4. Study can be done to assess the teacher's knowledge regarding stress management.
5. A comparative study can be conducted between the knowledge level of private and govt. school students regarding academic stress, stress reaction and coping strategies.
6. A similar study can be conducted on college students to assess their academic stress, stress reaction and coping strategies.
7. The similar study can be conducted by providing planned teaching programme regarding academic stress, stress reactions and coping strategies to the parents and teachers and evaluate its effectiveness.

Summary

This chapter deals with summary, conclusions, limitations, implications

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