Stress among GNM Students and BSc Nursing Students from Selected Schools and Colleges in Ujjain, Madhya Pradesh

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ABSTRACT

Many people experience stress when they are under a lot of pressure, like managers or students who are required to keep high standards and adhere to strict deadlines. Students and employees in poor nations have recently shown an increased interest in stress studies. In part, this is due to the fact that we live in a world full of stressful situations, and stress has been labeled as a global issue. This research was carried out in Ujjain's nursing schools. Students from all across the state can enroll in one of the several colleges and schools of nursing in Ujjain, where they can work towards a diploma or degree in nursing. The study's first goal was to find out how much stress the pupils were under. The findings showed that pupils were under a lot of stress, which corroborated the idea. The second goal was to find out which kind of stress the kids were experiencing the most. There are three types of stressors: academic, personal, and social. According to the findings, students had much greater levels of Personal stressors than any of the other types of stressors.

Keywords: Stress among Students, Types of Stressors, Workload

Introduction

Many people experience stress when they are under a lot of pressure, like managers or students who are required to keep high standards and adhere to strict deadlines. College freshmen, in particular, are a vulnerable population to stress because of the constant change that occurs during the first year of college. As well as studying in a new setting, they must learn to cope with being away from home for the first time, maintain excellent academic accomplishment, and deal with large workloads in a short amount of time, as well as crowded lecture rooms and difficult learning environments.

Stress has been linked to a variety of health problems, according to previous studies. This is due to the fact that anything, good or terrible, can induce tension if it poses a challenge to us. Stress is something that forces you to adjust, adapt, or transform. Almost all of the stress literature supports the idea that major life events, such as failing an exam, having problems with roommates, getting sick in the family, getting married or divorced, or moving to a new city or university, can all increase a person's risk of being stressed. Adaptation and integration with a new cultural setting have been cited as sources of stress because of life changes, daily problems, home life, and acculturation. If everyone is affected by stress, then it follows that students, teachers, parents, children, and business people are all affected.

Students and employees in poor nations have recently shown an increased interest in stress studies. In part, this is due to the fact that we live in a world full of stressful situations, and stress has been labeled as a global issue. It's now considered a normal aspect of life and is seen as the cost of trying to survive. Most visits to family doctors are for stress-related issues according to the American Academy of Family Physicians (AAFP). Nursing students receive a unique education that includes practical work in hospitals as well as classroom instruction. As a result, they may be subjected to different types of stressors. Nursing students have not been the focus of most previous research; instead, nurses have been the primary subject matter. According to previous studies, nursing is a stressful profession because of the high demands, limited support, and constantly shifting conditions as well as a lack of resources and staff. Nursing students have been reported to be highly stressed due to clinical experience and exposure to new settings, leading to low confidence, in prior studies conducted in western countries. Nursing students are also subjected to a variety of stressors, including being away from home, worrying about finances, and being evaluated on a regular basis in the clinical setting.

Methodology

Context for Study

This research was carried out in Ujjain's nursing schools. Students from all across the state can enroll in one of the several colleges and schools of nursing in Ujjain, where they can work towards a diploma or degree in nursing.

Techniques of Sampling and Taking Samples

For the study, stratified random sampling was utilized to pick 273 nursing students (136 from the BSN program and 137 from the GNM program) from a variety of Ujjain colleges and nursing schools.

Design of the Study

Students' stress levels were assessed using the cross-sectional survey method, which is the most suited technique for that purpose.

Instrument

In order to collect data, I created my own questionnaire.

There were two major parts to the survey: a demographic component and a preferences section. As you might expect, the first section of the application included questions on your personal information including age, gender, marital status, and academic field (such as what you studied for your major). Section B had 21 structured questions about stress factors for college students.

Procedure

The principals of the chosen colleges and nursing schools had to be asked for permission before the study could begin. Professors from the colleges that some of the researchers knew helped the researchers in the selection and collecting of data processes later on. After that, students who had been chosen completed a questionnaire just before the start of class so that it could be collected immediately by researchers and helpers. The questionnaire was completed in roughly twenty minutes by respondents.

Results

First, we hypothesized that students would express high levels of anxiety and tension. There were a wide range of stress levels indicated by pupils, depending on the type of stressor they were experiencing. Researchers found that respondents had high levels of stress due to academic and personal stressors such as family and friends (M = 13.76; SD = 3.60); however, moderate social stress (M = 12.32; SD = 3.64) was indicated. There was also a lot of overall stress among them (M = 13.45, SD = 2.87).

According to the second hypothesis, students will report varying amounts of stress across different categories. Academic, personal, and social pressures are types of stress. This hypothesis was tested with a One-Way Repeated ANOVA.. Among the different types of stress, there was a significant difference in the reported levels of $F(2, 271) = 33.83$, P =.0005, and eta squared =.005. It turns shown that academic and social pressures, as well as personal and academic stressors, differ significantly when compared using Turkey's HSD. Personal stressors came out on top, followed by Academic and Social stressors, in that order. According to this, pupils had a higher percentage of Personal stressors than any other type of stressor.

Finally, it was hypothesized that the level of stress would vary significantly depending on the academic discipline or course type chosen by students. This hypothesis seeks to determine if the reported levels of stress vary by course among those who take it.

Comparing academic discipline differences in means was done with a One-Way ANOVA. There was no discernible variation in academic discipline between the various stress categories. In comparison to students from Ujjain, General Nursing students reported equal levels of stress across all categories. Also, there was no discernible difference in overall stress levels when it came to adherence to the rules. BSc Nursing (M=41.24, SD=9.41), GNM (M=39.11, SD=8.64), and SRN (M=39.32, SD=6.79) students all had identical test results of 39.32, SD=6.79, with the exception of SRN (M=39.32, SD=6.79) students. As a result, stress levels were similar across academic fields.

The fourth hypothesis was that male and female students would experience significantly different levels of stress. This hypothesis seeks to determine if the reported levels of stress differ between men and women. The Independent Sample t-test was used to compare the differences in the mean levels of stress and overall stress between male and female respondents using the categories of stress and the overall stress.

Among male and female students, there was no statistically significant difference in the reported levels of various types of stress. As far as overall stress went, there was no discernible difference between the two groups. Both males' and females' stress levels were similar in this study (M=39.32, SD=6.79) [t (271) = -.314, p =.754, two-tailed].

Last but not least, we hypothesized that marital status would have a major impact on how much stress people experienced. According to this idea, marital status influences stress levels differently than single status. Single, Married, and "Other" respondents were compared using a One-Way ANOVA to see how much stress they experienced on average. Respondents who were separated/divorced or widowed make up the "other" group.

married people (M=15.49, SD=4.27), [F(270) = 1.11, p =.042, two-tailed] reported significantly higher levels of academic stress as compared to single people (M=13.65, SD=3.51) and "other" people (M=13.89, SD=3.37). This had a.006 magnitude of effect. Personal and societal stresses, as well as total stress levels, were not significantly different among respondents regardless of marital status.

Discussion

Everyone is affected by stress, which is a universal occurrence. The prevalence of stress among students has the potential to negatively impact their health and academic performance. Nursing students in nursing training institutes might benefit from an understanding of stressors and the degree of those stressors in order to better manage and counsel the students. As a result, scientists are eager to find out how stressed different student groups are.

The study's first goal was to find out how much stress the pupils were under. The findings showed that pupils were under a lot of stress, which corroborated the idea.

The second goal was to find out which kind of stress the kids were experiencing the most. There are three types of stressors: academic, personal, and social. According to the findings, students had much greater levels of Personal stressors than any of the other types of stressors.

As for the third objective, we wanted to discover if stress levels varied between different academic areas or types of courses. Results showed that there were no significant differences in stress categories between academic disciplines or course types. This study's final goal was to find out if stress levels varied according to factors like gender and marital status. Students' reported levels of various types of stress were not significantly different between males and females, according to the results. As far as overall stress went, there was no discernible difference between the two groups. Stakeholders and future researchers were given recommendations based on the findings presented above.

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