



Stress levels of GNM and BSC Nursing Students at Selected Institutions in Indore: A Comparative Study

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Introduction

Stress is a common sensation among supervisors and students, who are expected to uphold certain standards and meet certain deadlines. The fluid nature of college life may be a source of significant anxiety, particularly for freshmen and other students in their first year. Transitioning to a new social environment, as well as maintaining a high level of academic success despite a heavy course load and tight time constraints, can be difficult for first-year college students. Previous research has shown that stress has an impact on people of all ages and backgrounds. This is due to the fact that any condition, regardless of how favourable it may be, may be stressful if it presents a hurdle to be overcome. One way to define stress is as any circumstance that compels a person to modify their behaviour in the manner described. According to the vast majority of the research that has been conducted on the topic of stress, stressful life events can be either positive or negative. Some examples of stressful life events include failing an exam, having issues with roommates, a family member becoming ill, getting married or divorcing, getting a promotion or being let go from a job, moving to a new location, or beginning college. As a result, acculturation, also known as the process of adapting to and being integrated in a new cultural situation, along with other life changes, daily issues, family life, and other variables have been recognised as sources of stress. If stress is a universal phenomenon, then it stands to reason that every single individual, regardless of whether they are a student, a teacher, a parent, a child, or a businessperson, goes through some level of stress.

In addition, during the last several years, students and workers in economically developing countries have shown an increasing interest in the study of stress. Because stress has been identified as a problem that affects people all over the globe, there has been an uptick in interest in the study of stress. According to an old proverb, the fact that it will never leave us is the price we have to pay for being able to survive. According to the American Academy of Family Physicians, stress-related disorders account for two-thirds of all medical visits. [Citation needed] In addition to receiving training in a classroom setting, nursing students often spend significant amounts of time gaining practical experience in medical facilities. As a result, they may be subjected to some unprecedented stresses. Research in this field has historically focused on working nurses rather than nursing students as its primary population of interest. Nursing is an example of a profession that is recognised to be extremely stressful since it is incredibly demanding yet has little resources or personnel and is required to continually adjust to changing conditions. This is the case even though earlier research in the West found that nursing students experience considerable amounts of stress as a consequence of clinical practise and exposure to unusual situations, which may lead to a lack of confidence. In addition, nursing students experience sources of stress such as being away from home, being concerned about money, being tested routinely in clinical and classroom settings, and working in environments that are in a state of perpetual evolution.

Methodology

This study covered all of the nursing schools in the Indore area; however, it only included the institutions that fulfilled the requirements outlined in the study. Students who wish to earn a nursing diploma or degree come to the city of Indore since it is home to a substantial number of nursing schools and colleges. These schools and colleges draw students from all across the state. Using a stratified random selection method, a total of 273 nursing students from various colleges in Indore, India, were recruited for the study. There were 100 students enrolled in the BSc in Nursing and 100 students enrolled in the GNM. A cross-sectional survey was used to get the information because it is the best way to figure out how stressed out students are. Using a questionnaire that they had made themselves, the researchers were able to find out everything they needed to know. The questionnaire was broken up into two primary sections. In Section A of the survey, participants were asked to provide basic information about themselves, such as their age, gender, marital status, major (or study path), and year in school. In Part B, there were a total of 21 structured items, each of which related to a probable cause of anxiety experienced by students. Before beginning the study at the several universities and nursing schools that took part, clearance from the appropriate institutional review boards was required. The researchers asked certain college professors they knew to assist them in the selection of data to gather and in the collection of data overall. Only a few minutes before the start of class, a few students were selected to receive the questionnaire, and the researchers and their helpers gathered their replies right there in the classroom. The typical respondent needed almost twenty minutes to finish the survey.

Results

According to the first hypothesis, students will indicate that they are under a significant amount of stress. There was a connection between the kind of stressor and the students' self-reported levels of stress. In reaction to academic and personal pressures, respondents reported the greatest levels of stress; in response to social stressors, respondents reported moderate to high levels of stress. In addition to this, they were experiencing significant levels of psychological stress.

The second hypothesis hypothesised that the levels of stress experienced by different groups of pupils would be considerably different from one another. There are many different things that might cause stress, but the most typical causes are associated with things like personal life, schooling, and relationships with other people. An ANOVA served as the instrument through which we investigated this hypothesis. The fact that $F(3, 733)$ is significantly different from $P(0.0005)$ suggests that there is a statistically significant difference between the various forms of stress. After doing a post hoc pairwise analysis using Turkey's HSD, we came to the conclusion that academic and social stressors are unique from one another, just as personal and academic stressors are distinct from one another. The most stressful aspects of one's own life (or lack thereof) rated highest among the three primary causes of stress. As a consequence of this, one may draw the conclusion that the students' encounters with personal stressors were more prevalent than their encounters with the other categories of stress. According to the third hypothesis, the level of pressure that is put on students will vary drastically based on the topic of the course that they are taking as well as the kind of class that they are enrolled in. The key question addressed by this hypothesis is, "How much variety is there in the stress levels that respondents say they experience in connection to the sort of course they provide?" The analysis of variance (ANOVA) was used to make standardised score comparisons across academic subjects. There was no discernible pattern that developed when the impacts of students' stress levels were compared to their capacity to maintain order in the classroom. Students majoring in general nursing reported experiencing stress levels that were, across the board, equivalent to those of their colleagues in Indore. We did not observe any significant differences in overall stress levels that may be attributed to disciplinary problems. Because the ratings given by SRN students are so close to those given by BSc Nursing students, it is possible to conclude that students at all educational levels experience equal amounts of stress. The fourth hypothesis proposes that male and female students would feel varying amounts of stress due to the educational environment. This hypothesis examines the possibility that there will be a difference in the degrees of stress experienced by people of different sexes who take part in the study. Using the independent sample t-test, we analysed the differences in the mean levels of stress categories as well as overall stress that were reported by male and female respondents.

No significant gender differences were seen in the students' reported levels of stress across the various categories. In addition, there was not a significant gap to be seen between the groups in relation to the overall amount of stress that they experienced. The amount of stress that males experience is comparable to that of women. The final hypothesis that needed to be explored postulated that there would be a substantial correlation between marital status and levels of stress. This hypothesis examines the relationship between the self-reported levels of stress experienced by respondents and their marital status. A one-way analysis of variance was used in order to make a comparison of the mean levels of stress experienced by those who were single, married, and in the "other" category. The "other" group includes those who have never been married as well as those who have been widowed, separated, or divorced. When compared to respondents who were either single or described themselves as "other," those who were married said that they experienced a higher level of academic pressure. The impact was given a magnitude of 0.006. On the other hand, there were no statistically significant differences found in the answers of respondents to personal and social concerns as well as their overall levels of stress based on whether or not they were married.

Discussion

One might argue that stress is something that everyone goes through at some point. The high amounts of stress that students are experiencing may have a negative impact on their underlying health as well as their academic achievement. It is critical to have a thorough understanding of the types of stressors experienced by nursing students in nursing training institutes, as well as the levels of stress experienced by nursing students in nursing training institutes, in order to effectively manage nursing students and advise them on how to cope with and adapt to stresses. Researchers are eager to assess student stress across a variety of demographic groups for the same reason. The level of stress experienced by students was the key concern investigated in this study. The results showed that most of the students either felt or said they felt a lot of stress, which supports the working assumption that stress is a common problem among students. Our second objective was to determine the broad category of sources of stress that students most often described as being the cause of their anxiety. Intellectual, emotional, and interpersonal factors may all contribute to stress in varying degrees. According to the findings, the number of students who experienced and reported feeling personally stressed was much higher than that of any other kind of stress. The third objective was to investigate if there was a correlation between the kind of coursework students were taking and their degree of stress. According to the findings, there was no connection whatsoever between the various forms of stress and either the major or the courses that were taken. The final objective was to evaluate and contrast the levels of stress experienced by people of different ages, genders, and marital statuses. According to the findings, there was not a statistically significant difference in the reported levels of stress experienced by male and female students across the various categories of stress. In addition, there was not a significant gap to be seen between the groups in relation to the overall amount of stress that they experienced. On the basis of the findings described above, certain recommendations were provided both for the stakeholders and for any future research.

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