



A Descriptive Study to Assess the Hospital Practice Stress among Graduate Nursing Students in Madhya Pradesh

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Introduction

It is the goal of the nursing curriculum to produce well-trained nurses who are able to integrate what they have learned in the classroom to their daily work. Consequently, students should focus on their clinical training and learning because it incorporates all of their clinical skills, including their emotional, psychomotor and theoretical knowledge. When it comes to nursing education, hands-on experience with real patients is significantly more valuable than learning in a classroom or lab setting. This hands-on experience in a hospital setting gives nursing students the practical knowledge and psychomotor proficiency they need to succeed in their careers.

During their training, nursing students are subjected to both academic and work-related stress. Organizational stresses and their interplay are a key topic of study in the growing body of research on workplace anxiety. These include time constraints, workload, decision-making and constant changes in the workplace.

From a physical risk-prevention perspective, work environment health research has evolved in recent decades to include an international perspective. Particular attention should be paid to newly emerging psychological concerns such as job stress. Stress can lead to physical, psychological, and behavioural issues in the individual, among other things.. Increased absenteeism, lower job quality, and decreased productivity are all symptoms of high levels of stress at the workplace.

The ways students choose to deal with stress during their Hospital Practice can have a significant impact on how well they perform in class. Student performance improves dramatically when they have access to effective coping skills, and they also help to alleviate stress. Problem resolution, transference (the effort to maintain a positive outlook on a stressful situation), and unwavering optimism were found to be the most effective coping strategies.

Over the last 60 years, undergraduate nursing education in India has grown fast. The four-year nursing programme in India consists of four semesters. A university's nursing programme must meet the requirements of the Indian Nursing Council, which is responsible for approving programmes. Students in the second year of practise in India are expected to complete Medical surgical nursing I and Medical surgical nursing II Practicum II; in the third year, they are expected to complete Mental Health Nursing and Paediatric Health Nursing; and in the fourth year Maternal Health Nursing, they are expected to complete the Community Health Nursing II course.

Over the course of their education, Indian nursing students are required to perform more than 2000 hours of contact time in hospital practise. In most cases, clinical instructors hold a Master's degree and have extensive clinical experience. One clinical instructor for every ten students is the typical group ratio for clinicals. The researcher's goal in this study is to discover the most common sources of stress encountered by nursing students throughout their clinical rotations.

Methodology

The common stressors faced by nursing students during clinical practise are assessed using a descriptive comparative correlational design. Two hundred nursing students from the Graduate Nursing Program at Carrier Medical College, in two separate years of nursing study, participated in the current study by selecting a convenient sample.

A self-reported questionnaire containing demographic data, a Perceived Stress Scale (PSS), and a Coping Behaviour Inventory (CBI) was employed in Indore, Madhya Pradesh (CBI). Age, gender, years of schooling, interest in nursing, and prior nursing experience were all included in the survey.

Data Collection

In order to get the most accurate data possible, researchers approached students while they were in the midst of clinical practise. At the conclusion of their Hospital Practice, the researcher addressed the students and explained the study's goal. Students received a cover page containing the study's details. To participate in the study, students were requested to complete the questionnaire and return it to the researcher right away. Only those students were included in the final sample who had completed the questionnaires in their entirety. The variables in the study were described using statistics at the appropriate measurement level. To answer the study issues, inferential statistics were applied, including Bivariate (T-test; ANOVA) and Multivariate (Multiple regression) statistical tests.

Result

The study found that 96.1 percent of the time. Between 19 and 22 years old, the average age of the students was 21%. According to the results, a majority (64 percent) of those who participated were female. 45 percent of students were in their second year of college, with 40 percent enrolled in Medical Surgical Nursing I being the next greatest number of participants. Many participants (67 percent) expressed an interest in the nursing profession, although only 18.2 percent had ever worked as a nurse. 69 percent of the students were taught by female instructors. The subjects' average level of stress was 1.66 (SD =.73). More than 40% of the individuals showed stress levels above the average. In terms of the most common types of stressors (M=3.11, SD=0.99), assignment work was followed by peers and everyday life (M=1.89, SD= 0.99) and stress from nursing staff and teachers (M=1.66, SD=0.88), respectively. Student anxiety about grades was the most common (M= 2.77 SD=1.88), followed by pressure from hospital practise itself (M= 2.71, SD=1.78) and a sense that one's performance falls short of expectations from teachers (M= 1.69 SD=1.44). A few of the students reported feeling a little stressed out about their capacity to communicate with patients (M=.91; SD= 1.86) and their inability to offer effective nursing care (M= 1.79; SD=1.56).

Student stress levels and variations in stress levels between academic years were examined using the ANOVA test. Student stress levels were shown to be linked directly to the student's academic year (F = 6.92; df = 2, 200, p.05), according to the findings

Discussion

Graduate nursing students' coping mechanisms are also examined in this study, which examines nursing students' perceptions of stress and the elements that contribute to it in hospital practise. According to the data, about half of the individuals have stress levels that are significantly higher than the average. Previous research has shown that more than half of the Palestinian nursing students in their first clinical period are experiencing high stress levels, which is consistent with this study. Study participants scored lower than average for three of the six stress-related indicators, including anxiety and depression (stress of the environment; stress of taking care of patients and stress from lack of professional knowledge and skills). Comparing stress levels across diverse populations and contexts, on the other hand, may prove challenging. In a transcultural approach, an individual's interpretation of a stressful or non-stressful event can be explained by their perception and cognitive processes.

An internal demand, such as basic necessities, self-esteem and self-concept, was found to influence students' perceptions of the circumstance and their responses to it. LOC theory also helps to clarify this. Those students who are interested in nursing have more influence over the issue and this provides them a sense of self-confidence, too, in this context.

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