Academic Stress among Diploma and BSc Students in Selected Nursing Institutions in Kerala

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Introduction

Academic stress is common among individuals who are under pressure and busy individuals who are expected to maintain standards and meet deadlines. Examples of these types of individuals include managers and students. Because college life is so full of transitions, students, and particularly first-year students, are at a heightened risk of experiencing academic stress. This is especially true for first-year students. They are required to adjust to being away from home for the first time, maintain a high level of academic achievement, adjust to having a heavy workload in a limited amount of time, crowded lecture halls, and difficult learning conditions, as well as adjust to a new social environment.

Previous studies have shown that academic stress can affect people of all ages. This is due to the fact that anything, regardless of its quality, has the potential to cause academic stress if it in any way poses a challenge for us. Academic stress can be defined as anything that compels a person to adjust, adapt, or change. The vast majority of the academic literature on academic stress consistently attests to the fact that life changes or transitions can predispose a person to academic stress and that both negative and positive events in our lives, such as failing an examination, having problems with roommates, illness in the family, getting married or divorcing, getting promoted or fired, moving to a new locality, or attending a new university can produce academic stress. As a result, acculturation, the process of adapting to and becoming integrated with a new cultural environment, has been identified as one of the sources of academic stress. Other sources include life changes, daily hassles, home life, and academic expectations. If academic stress is experienced by everyone, then it follows that people in all walks of life, including students, teachers, parents, children, and businesspeople, are susceptible to it.

Recent years have seen a rise in the number of workers and students in developing nations who are interested in the study of academic stress. The ever-increasing interest in academic stress research can most likely be attributed to the fact that we currently inhabit a world that is rife with academic stress-inducing conditions and that academic stress has been labelled a worldwide phenomenon. It is now considered to be an essential component of life and is often referred to as the "price we all pay" for the fight to maintain our lives. According to the American Academy of Family Physicians, approximately two-thirds of office visits to family physicians are for issues related to academic stress. In addition to the academic instruction they receive on campus, the majority of nursing students also participate in clinical rotations at local healthcare facilities. This aspect of the students' education is what sets it apart from other fields of study. As a result, they might face a form of academic pressure that is unique to them. The vast majority of previous studies concentrated on registered nurses rather than nursing students. For instance, previous research indicates that academic stress is innate to the profession of nursing, which is extremely demanding and is characterised by a lack of support, rapidly shifting conditions, a scarcity of resources and staff, and so on. This is in spite of the fact that earlier studies conducted in western nations discovered high levels of academic stress among nursing students. This stress was found to be caused by clinical experience and exposure to unfamiliar circumstances, both of which can lead to a lack of confidence. In addition, nursing students are subjected to sources of academic stress such as being away from their families, having concerns about their finances, undergoing regular clinical and educational assessment, and working in clinical settings that are constantly evolving.

Methodology

The Study's Context

The nursing schools in Kerala that were chosen for this study were all located in Kerala. As a result of the large number of colleges and schools of nursing that are currently operating in Kerala, the state of Kerala is home to a large number of students who come from other parts of the state to pursue education that will lead to the conferral of a diploma in general nursing or a degree in nursing.

The Sampling Method and the Sample Itself

The method of stratified random sampling was utilised in order to select a total sample of 273 nursing students from selected colleges and

schools of nursing in Kerala, India. There were 136 students enrolled in BSc Nursing and 137 students enrolled in GNM.

Research Strategy

In order to collect data, a method known as cross-sectional surveying was utilised because this is the method that is best suited for determining the level of academic stress that is experienced by students.

Instrument

The self-constructed survey questionnaire was used for the purpose of data collection.
The questionnaire was divided into two primary parts, or sections. In Section A, respondents were asked questions pertaining to various aspects of their demographic information, including their age, gender, marital status, academic discipline (course type), and year of study. In Section B, there were 21 structured questions about different factors that contribute to academic stress among students.

Procedure

First, we went to the heads of the colleges and nursing schools that would be participating in the study to request their permission to carry out the research. When it came time to make selections and collect data, the researchers enlisted the assistance of faculty members from the colleges whom some of the researchers already knew. Students who were chosen to participate were required to finish the questionnaire just a few minutes before the start of their classes so that researchers and assistants could collect their responses right away. The average amount of time it took respondents to respond to the questionnaire was about twenty minutes.

Results

According to the first hypothesis, the students will report high levels of academic stress. Students' reports of their levels of academic stress varied widely depending on the kind of academic stress they were experiencing at the time. Respondents reported high levels of academic stress for academic (M = 13.76, SD = 3.60) and personal (M = 14.29, SD = 3.94) academic stressors, but reported only moderate levels of social academic stressors (M = 12.32, SD = 3.64). In addition, a significant amount of overall academic stress was present among them (M = 13.45, SD = 2.87).

The second hypothesis states that there will be a significant difference in the levels of reported academic stress among the different categories of students. There are three main types of academic stress: academic, personal, and social academic stress. This hypothesis was evaluated using a One-Way Repeated Analysis of Variance (ANOVA). There was a significant difference in the levels of academic stress that were reported by the various categories, with $F(2, 271) = 33.83$, P.0005, and eta squared =.20. This was determined by analysing the data. A post hoc pairwise comparison with Turkey's HSD reveals that there is a significant difference between Academic and Social Academic Stress ors, as well as between Personal and Academic Academic Stress ors. This finding holds true for both sets of stressors. In terms of ranking, the Personal Academic Stressors ranked the highest, followed by the Academic Academic Stressors, and then finally the Social Academic Stressors. This suggests that students had a greater amount of personal academic stress than they did with regard to the other categories of academic stress.

According to the third hypothesis, there will be a discernible difference in the amount of academic stress experienced by students based on the type of academic discipline or course they are taking. The purpose of this hypothesis is to determine whether or not there is a correlation between the types of courses that are offered and the levels of academic stress that students report experiencing.

A One-Way ANOVA was carried out for the purpose of analysing the correlation between the differences in the mean levels and the academic field. Regarding the various categories of academic stress, there was not a significant difference in terms of academic discipline. Students majoring in General Nursing reported levels of academic stress that were comparable to those reported by students from Kerala studying the same subjects. In addition, there was not a discernible change in the total amount of academic stress associated with disciplinary issues. [$F (2, 270) = 1.801$, P =.167, two-sided]The mean score for students majoring in SRN (M = 39.32, SD = 6.79) is comparable to the mean score for students majoring in BSc Nursing (M = 41.24, SD = 9.41) and GNM (M = 39.11, SD = 8.64). As a result, students in all areas of study reported experiencing a comparable amount of overall academic stress.

The fourth hypothesis that will be tested states that there will be a significant difference in the level of academic stress experienced by male and female students. This hypothesis will be tested. The purpose of this hypothesis is to determine whether or not there will be a significant difference in the levels of academic stress reported by the respondents based on their gender. The Independent Sample t-test was utilised in order to compare the disparities in the mean levels of the categories of academic stress as well as the overall level of academic stress that were reported by male and female respondents.

There was not a statistically significant difference between the levels of academic stress that were reported by male and female students regarding the various categories of academic stress. There was also no discernible difference between the two groups in terms of the overall level of academic stress. The mean score for academic stress among males was 39.32, with a standard deviation of 6.79, which was comparable to the mean score among females, which was 41.24, with a standard deviation of 9.41 [$t (271) =-.314$, p =.754, two-tailed].

The final hypothesis that was going to be tested stated that there would be a significant difference in the level of academic stress in relation to marital status. This hypothesis is going to be tested. The purpose of this hypothesis is to determine whether or not there is a correlation between the marital status of the respondents and the levels of academic stress that they report experiencing. The results of this study were

analysed using a One-Way ANOVA to analyse the differences in the mean levels of academic stress reported by the three different groups of respondents: single, married, and "other." The respondents who were widowed, separated, or had previously been married make up the "other" group.

When compared to single (M = 13.65, SD = 3.51) and "other" respondents (M = 13.89, SD 3.37), respondents who were married reported significantly higher levels of academic stress (M = 15.49, SD = 4.27), [F(270) = 1.11, p =.042, two-tailed] than those who were not married (M = 13.65, SD = 3.51). The magnitude of the effect was.006. The respondents' personal and social academic stressors, as well as their overall level of academic stress, did not differ significantly depending on whether or not they were married. There was also no significant difference in the overall level of academic stress.

Discussion

Everyone feels the effects of academic stress because it is a worldwide phenomenon. The prevalence of academic stress among students can have substantial and unfavourable effects on both their physical health and their academic performance. Knowledge of the academic stressors experienced by nursing students in nursing training colleges, as well as the severity of those stressors, can be helpful in the effective management of academic stressors and the counselling of nursing students on how to deal with and adapt to academic stressors. So, researchers are interested in finding out how much stress different types of students feel about school.

The first purpose of the research was to investigate the severity of the students' experiences with academic stress, and to do so, the focus was on the students. The results showed that most of the students either had high levels of academic stress themselves or said they did. This proved that the hypothesis was true.

The second goal was to investigate which specific form(s) or category(s) of academic stress the students reported experiencing the most. There are three different categories of academic stress: academic, personal, and social. According to the findings, students either experienced or reported significantly higher levels of personal academic stress compared to the other categories of academic stress.

The third goal was to investigate whether there were significant variations in the levels of academic stress associated with the different types of courses or academic disciplines. The results showed that there was no big difference between the different types of academic stress based on the academic field or the type of course.

The ultimate purpose of this study was to determine whether or not there are significant variations in the level of academic stress based on the biographical factors of gender and marital status. According to the findings, there was not a statistically significant difference between the levels of academic stress that were reported by male and female students regarding the various categories of academic stress. There was also no discernible difference between the two groups in terms of the overall level of academic stress. After the above results were shown, some suggestions were made for both the people involved and the researchers of the future.

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