

## **A Comparison of Stress Levels in General Nursing and BSc Nursing Students from Prominent Nursing Institutes in Indore**

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### **Introduction**

Individuals under pressure and busy people, such as managers and students, who are expected to maintain standards and meet deadlines, are prone to stress. College students, particularly freshmen, are particularly vulnerable to stress owing to the transitory nature of college life. They have to get used to being away from home for the first time, do well in school, handle a lot of work in a short amount of time, deal with crowded lecture halls, hard learning environments, and a new social scene. According to a previous study, stress affects everyone. This is because everything, good or terrible, can induce stress if it presents us with a challenge. Stress is defined as something that causes one to adjust, adapt, or alter. The majority of the stress literature consistently attests to the fact that life changes or transitions can predispose a person to 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 divorced, being promoted or fired, moving to a new area, or attending university, can produce stress. As a result, life transitions, everyday difficulties, home life, and acculturation-the act of adjusting to and integrating into a new cultural context-have been recognised as sources of stress. If stress affects everyone, it follows that stress affects students, instructors, parents, children, and business people, among others.

In recent years, there has also been a rise in interest in stress studies among students and employees in poor nations. The surge in interest in stress research is most likely due to the fact that we live in a world full of stressful situations, and stress has been labelled a worldwide phenomenon. It has become a part of everyday existence and is thought to be the price we all pay for the effort to survive. According to the American Academy of Family Physicians, two-thirds of family doctor appointments are for stress-related issues. Nursing students' training is unusual in that it includes clinical training at hospitals in addition to academic study on campus. As a result, they may face distinct pressures. Most previous research has also concentrated on nurses rather than nursing students. For example, a previous study indicates that stress is inherent in nursing, which is a high-demand vocation with inadequate support, frequently changing conditions, and a scarcity of resources and personnel. This is despite earlier studies in Western nations finding significant levels of stress among nursing students as a result of clinical practise and exposure to unexpected situations, leading to low confidence. Furthermore, nursing students are subjected to stressors such as separation from family, financial concerns, regular clinical and educational evaluations, and constantly changing clinical surroundings. Methodology Setting for Research This research was carried out at chosen nursing institutes in Indore. Indore has a large number of nursing colleges and institutes, which attract students from all across the state to study for a certificate in general nursing or a degree in nursing. Samples and Sampling Methods A total of 273 nursing students (136 BSc Nursing students and 137 GNM students) were chosen from a specified college and school of

nursing in Indore using the stratified random sampling approach. Design of Research The cross-sectional survey method was used to collect data because it is the best way to figure out how stressed out students are. Instrument A self-created survey questionnaire was used to collect data. The questionnaire was divided into two pieces. Section A included demographic information such as age, gender, marital status, academic discipline (course type), and year of study. Section B had 21 structured items on factors that cause stress in pupils. Procedure Permission to conduct the study was initially obtained from the principals of the chosen colleges and nursing schools. Teachers from colleges known to some of the researchers then aided the researchers with the selection and data gathering processes. Students that were chosen were then instructed to complete the questionnaire a few minutes before their lessons began so that researchers and helpers could collect it right away. The questionnaire took roughly twenty minutes to complete. Results According to the first hypothesis, the pupils will report a high degree of stress. The amount of stress reported by pupils varied according to the type of stressor. Respondents indicated severe levels of stress for academic ( $M = 13.76$ ,  $SD = 3.60$ ) and personal ( $M = 14.29$ ,  $SD = 3.94$ ) stressors but moderate levels of stress for social stressors ( $M = 12.32$ ,  $SD = 3.64$ ). They also had high overall stress ( $M = 13.45$ ,  $SD = 2.87$ ). According to the second hypothesis, there would be a substantial variation in the reported levels of the various types of stress among the students. Academic, personal, and social pressures are examples of stressors. To verify this hypothesis, a One-Way Repeated ANOVA was employed, and there was a significant difference in the reported levels of the various categories of stress,  $F(2, 271) = 33.83$ ,  $P.0005$ ,  $\eta^2 = .20$ . A post hoc pairwise analysis utilising Turkey's HSD shows that there is a substantial difference between academic and social stresses, as well as personal and academic stressors. Personal stresses were ranked first, followed by academic stressors, and lastly, social stressors. This means that students were exposed to more personal stressors than other types of stressors. According to the third hypothesis, there would be a considerable difference in the amount of stress depending on academic discipline or course type. This hypothesis investigates if respondents' stated levels of stress differ depending on the course they offer.

A One-Way ANOVA was performed to analyse the variations in mean levels by academic discipline. In terms of academic fields, there was no significant difference in the various types of stress. Students studying General Nursing reported equal levels of stress in all categories when compared to students from Indore. There was also no discernible difference in overall stress in terms of discipline. SRN students' results ( $M = 39.32$ ,  $SD = 6.79$ ) are comparable to BSc Nursing ( $M = 41.24$ ,  $SD = 9.41$ ) and GNM ( $M = 39.11$ ,  $SD = 8.64$ ), [ $F(2, 270) = 1.801$ ,  $P = .167$ , two-tailed]. As a result, students from all fields reported a comparable degree of total stress. The fourth hypothesis to be investigated predicted a substantial difference in stress levels between male and female pupils. This hypothesis investigates whether the respondents' stated levels of stress differ based on their gender. The Independent Sample t-test was used to compare the average levels of each type of stress and the total amount of stress between male and female respondents. There was no statistically significant difference between male and female students' reported levels of the various types of stress. There was also no statistically significant difference in total stress between the two groups. Males' stress levels ( $M = 39.32$ ,  $SD = 6.79$ ) are comparable to females' ( $M = 41.24$ ,  $SD = 9.41$ ) [ $t(271) = -.314$ ,  $p = .754$ , two-tailed]. The third hypothesis to be investigated indicated that there would be a substantial variation in stress levels based on marital status. This hypothesis investigates whether respondents' reported levels of stress differ depending on their marital status. A one-way ANOVA was performed to

analyse the differences in mean stress levels across the three groups of respondents: single, married, and "other." Respondents who were separated, divorced, or widowed make up the "other" category. Married respondents reported substantially greater levels of academic stress ( $M = 15.49$ ,  $SD = 4.27$ ), [ $F(270) = 1.11$ ,  $p = .042$ , two-tailed] than single ( $M = 13.65$ ,  $SD = 3.51$ ) and "other" respondents ( $M = 13.89$ ,  $SD = 3.37$ ). The size of the effect was .006. However, there were no significant variations in personal and societal stress, as well as total stress level, among respondents based on marital status. Discussion Stress is a worldwide problem that affects everyone. Stress among students can have substantial and bad consequences for their health and education. Knowledge of stressors and their intensity among nursing students in nursing training schools can aid in effective stress management and counselling of students on how to deal and adapt to stress. Because of this, researchers want to know how much stress different student groups are under. The study's initial goal was to investigate the amount of stress among students in terms of its intensity. The results showed that the students usually felt or said they felt a lot of stress, which gave the idea more weight. The second goal was to determine which types or categories of stress were most commonly reported by students. Academic, personal, and social pressures are the stress categories. According to the findings, students experienced or reported much more personal stress than the other kinds of stressors. The third goal was to investigate the variations in stress levels based on academic field or course type. The data showed that there were no big differences between the different stress categories based on academic field or type of course. The ultimate goal was to analyse the variations in stress levels based on the biographical factors of gender and marital status. According to the data, there was no statistically significant difference in the reported levels of the main types of stress between male and female students. There was also no statistically significant difference in total stress between the two groups. Recommendations for stakeholders and future researchers were given based on the findings.

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