

A Study to assess the Clinical Practice Stress among Student Nurses of Selected Colleges in Indore

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Introduction

In order to achieve this goal, nursing programmes strive to graduate professionals who are able to use the skills and information they have obtained throughout their studies in the field. As a result, students should devote significant time and effort to their clinical education and training because this is the stage at which they will apply the theoretical knowledge and skills they have just learned in conjunction with the emotional and physical abilities they have developed. It is far more useful to learn and practise nursing in a clinical environment with genuine patients as opposed to a classroom or laboratory setting with dummies. Studying and practising nursing in a clinical context may be quite helpful. Students of nursing may benefit from gaining clinical experience by improving their psychomotor skills and their practical knowledge, both of which are necessary for their future careers.

Challenges await college students who are interested in pursuing a career as nurses, whether in the classroom or the working world. Researchers that study occupational stress are now concentrating their attention on the elements that lead to stress in the workplace as well as the ways in which these factors interact with one another (Spielberger & Reheiser, 2005). The most common causes of stress in the workplace are having insufficient time to complete everything that needs to be done, having an excessive amount of work to complete, being forced to make difficult decisions, being required to adapt to unexpected shifts in the order of priorities, and making costly mistakes.

In the most recent decades, there has been a movement in the emphasis of workplace health research away from just concentrating on the reduction of physical threats in the workplace. Emerging problems with mental health, such as stress connected to employment, are a particular cause for worry in this setting. It has been demonstrated that stress may contribute to a broad variety of health issues, including mental and behavioural health issues. On the other hand, stress has been linked to problems at the organisational level, including increased absenteeism, poor quality of work, and decreased productivity. When students are required to participate in clinical rotations, their levels of stress are directly proportionate to the coping techniques they use. Students who are able to effectively control their stress through the use of constructive coping methods often have higher academic success they use. Students who are able to effectively control their stress through the use of constructive coping methods often have higher academic success. The process of working through issues, practising transference (which entails making an effort to think more favourably about the stressful circumstance), and maintaining an optimistic outlook are all effective techniques that many individuals find to cope with stress.

The first year of nursing school in India has come a long way in the sixty years since it was established. In order to become a registered nurse in India, you will need to devote a minimum of four years to your education. The Indian Nursing Council is in charge of accrediting all nursing programmes offered by India's higher education institutions. This ensures that all students get an education that is in line with the standards set out by the nursing industry's regulatory bodies. According to the nursing curriculum in India, students

who are in their second year of nursing school are required to take Medical Surgical Nursing I and Medical Surgical Nursing II Practicum II. Students who are in their third year of nursing school in India are required to take mental health nursing and paediatric nursing. Finally, students who are in their fourth year of nursing school in India are required to take Community Health Nursing II. As a component of their education, nursing students in India are required to perform more than 2,000 hours of clinical work as part of a typical nursing curriculum. The majority of clinical lecturers have a Master's degree in addition to their years of experience working in the field. Ten students must be present for there to be one clinical teacher. This is the minimum requirement for clinical attendance. The goal of this study is to determine the primary sources of anxiety that are experienced by nursing students when they are participating in clinical rotations.

Methodology

This research, which employs a descriptive comparative correlational approach, investigates the extent to which nursing students, while participating in clinical practise, are subjected to a variety of common stressors. The process that is employed to collect the samples is swift and straightforward. Two hundred Bachelor of Science in Nursing (BScN) students from two distinct courses in Indore took part in the research (100 from the 3rd year and 100 from the 4th year). There were a number of Indore nursing universities situated in the area. We employed a self-reporting questionnaire that included demographic questions, stress and coping questions, and an evaluation of coping behaviours (CBI). The length of time respondents had worked as nurses, their ages, genders, educational backgrounds, employment conditions, career objectives, and the number of years they had worked as nurses were all determined. When researchers visited students while they were participating in clinical practise, they were able to get more accurate ratings of the amount of stress that the students were really feeling. The researcher followed up with the students after they had completed their clinical rotation to provide them with a summary of what they had achieved throughout their time with the programme. On the cover page that was sent to the students, the experiment was described in more depth than it had been before. The questionnaire was sent to the people who participated in the research, and they were instructed to send it back as soon as they had finished answering all of the questions. Only students who completed the surveys in their entirety and answered all of the questions were included in the final sample. The research variables were analysed with a great deal of seriousness, which is shown in the terminology that was employed to characterise them. Additionally, inferential statistics, bivariate (T-test, ANOVA), and multivariate (multiple regression) statistical tests were used to address the study issues.

Results

The data shows a 97.1% success rate. A student's age ranged anywhere from 19 to 22 years old on average. Sixty-four percent of the participants were female, which represents almost two-thirds of the total. Only forty percent of the students were in their first year of the Medical Surgical Nursing I programme, while almost half of the students (44%) were considered sophomores. 63% of individuals who participated in the survey were considering a career as a nurse, but only 17% of them had any prior experience in the field. The class had a total of 64% female teachers. The individuals' reported stress levels averaged 2.55 (standard deviation = .71), according to the data. A little less than half of the respondents polled reported having stress levels that were much greater than usual. The majority of students ($M = 2.61$; $SD = 0.81$) identified academic pressure as a significant source of stress in their lives. This was followed by pressure from friends and regular activities ($M = 2.66$; $SD = 0.81$); and finally pressure from instructors and nurses ($M = 2.54$; $SD = 0.83$). Students are most

concerned about their grades (mean: 3.12, standard deviation: 1.34), then about the nature and calibre of their clinical practise (mean: 3.16, standard deviation: 1.34), and finally about their own performance failing to meet the expectations of their instructors (mean: 2.76, standard deviation: 1.10). Students had moderate worries about insufficient nursing care ($M = 1.58$; $SD = 1.27$); modest concerns about interacting with patients ($M = .85$; $SD = 1.14$); and a lack of experience with medical history and terminology ($M = 1.86$; $SD = 1.19$). It was decided to do an analysis of variance, with the degrees of stress, credit loads, and academic year serving as the independent factors. The length of the academic year was shown to have a significant positive link with the amount of stress experienced by students ($F = 7.55$; $p = .05$).

Discussion

The purpose of this study is to investigate the various forms of stress that are experienced by students pursuing a Bachelor of Science in Nursing degree, as well as the factors that contribute to that stress during their clinical practicum experiences and the coping mechanisms that these students employ. In the survey, almost fifty percent of participants admitted to having stress levels that were much greater than usual. A recent study conducted with nursing students in Jordan who were in their first year of clinical practise confirmed that 52% of nursing students experience above-average levels of stress. The majority of pupils, who comprised 57%, had stress levels that were around three out of six points lower than the norm. (stress from the environment, stress from taking care of patients, and stress from a lack of knowledge and abilities in the professional realm) It is possible to find it challenging to draw meaningful comparisons between the levels of stress experienced by individuals in various communities and environments. The transcultural paradigm suggests that an individual's unique repertoire of perceptual and cognitive systems may shed light on the question of why some individuals find particular events upsetting while others do not find them upsetting at all. It asserts that students' internal factors, such as their fundamental wants, self-esteem, and self-concept, influence both their judgements and their responses to events that occur in their lives. It's possible that the idea of "locus of control" may be used to describe this event instead of the phrase "cause and effect." Students who have a strong interest in nursing may feel like they have more control over their destiny as a result of this, which may be beneficial to their feeling of self-worth.

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