

Comparative Stress among BSc Nursing Students of Selected Government and Private Colleges in Ernakulam

Sindhu Devi M¹, Vidyeswari²

Abstract

A Comparative study was done to assess the academic stress among final year BSc nursing students in selected self-financing government and private colleges of Ernakulam. From selected colleges of Ernakulam, 100 samples were taken for the study. The tools used for the study comprised Socio-demographic data and Academic Stress Scale Majority (73%) of the samples belonged to Christian community, and females between 21 and 24 years of age group. Forty percentage of their fathers are educated up to high school and 43% of the mothers up to high school, 32% of their fathers are daily wages and 79% of the mothers are housewives. Fifty five percentage of the subjects were from rural Area and 54% of the samples spend 4–6 hr for study. Majority (80%) of the subjects spend 1–3 hr for extracurricular activities. The study findings revealed that the level of academic stress is almost same in Government (111.4 ± 23.66) and private (108.6 ± 23.74). In itemwise analysis the *p*-values corresponding to AS-score for item 23 (lack of communication between teachers and students) and AS-score for item 40 (Inadequate lab and library facilities) are less than the significance level 0.05; the difference in AS-score for item 23 and AS-score for item 40 between Government and private is significant. AS-score for item 23: The weighted mean confirms that the AS-score for item 23 (Lack of communication between teachers and students) is significantly higher in Government (3.28) compared to private (2.72). The mean rank also confirms that AS-score for item 23 is significantly higher in Government (56.9) compared to private (44.1). AS-score for item 40: The weighted mean confirms that the AS-score for item 40 (Inadequate lab and library facilities) is significantly higher in Government (2.56) compared to private (2.00). The mean rank also confirms that AS-score for item 40 is significantly higher in Government (56.8) compared to private (44.2). Therefore, the research hypothesis that there is significant difference between academic stress of final year students of government and private college is partially accepted. There is significant association between academic stress and education of father, mother and occupation of mother. Therefore, the research hypothesis that there is significant association between academic stress and education of father, mother and mother's education is accepted. There is no significant association between academic stress and other demographical variables.

Keywords: Comparative; Academic stress; Nursing Students.

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Introduction

Stress is an unpleasant state of emotional and physiological arousal that people experience in situations that they perceive as dangerous or threatening to their well-being. The word "stress" means perception or sensation different to different people. Stress is a part and parcel of human lifestyle. It can serve as a driving force in terms of obtaining results, but on the other hand, non-stop stress can act as a killer in terms of performance. It is a known fact that students are subjected to different kinds of stressors, such as the pressure of academics with

an obligation to succeed, an uncertain future, and difficulties of integrating into the system.¹

Academic stress is inevitable in any educational institution. In optimal limits it mobilizes the potentialities of the students to perform more effectively. However, increasing amounts of academic stress for prolonged periods may create over-whelming frustration and anxiety in the students which may in turn adversely affect their morale, academic achievement, mental health, study habits and adjustment styles.³

During nursing education and training, nursing students are frequently exposed to various stressors which may directly or indirectly impede their learning and performance. The nature of clinical education presents challenges that may cause students to experience stress.² This study provides baseline information about nursing students' academic stress, and the associated factors. Thus the purpose of the present study is to assess and compare the academic stress among BSc nursing students of selected government and private colleges of nursing, in Kerala.

Materials and Methods

In view of the nature of the problem selected for the present study and the objectives to be fulfilled quantitative approach and a comparative cross-sectional survey design was used in this study.

Objectives

- To assess the academic stress among final year BSc nursing students in selected self-financing government and private colleges of Ernakulam
- To compare the academic stress of final year BSc nursing students in selected self-financing government and private colleges of Ernakulam.
- Determine the association between the selected socio-demographic variables and academic stress of nursing students.

Hypotheses: (at 0.05 level of significance)

- There is significant difference in mean scores of self-financing Government and self-financing private Nursing College students with respect to academic stress.
- There is significant difference in mean scores of rural and urban area students with respect to academic stress.

- There is significant association between the academic stress and selected socio-demographic variables.

The investigator has selected one government and private self-financing college of Ernakulam district by purposive sampling after considering the proximity, availability of subjects and co-operation from authorities. Each college consists of 75 students' annual intake per year. The population of the study included all the final year students enrolled in the B.Sc Nursing program in a selected self-financing government and private nursing college in Ernakulam District. The freshmen and sophomore students were excluded since they have limited clinical experience prior to collection of data. The present study consists of 100 final year students enrolled in the Bachelor of Science in nursing program in the selected nursing colleges. Purposive sampling was used to select the colleges for the study. Subjects were assigned to the study group by lottery method of simple random sampling technique. The tool intend to be used for the study comprised Section A, contains Socio-demographic data which includes age, gender, type of family, religion, rural/urban, education and occupation of the father, education and occupation of the mother. General information included age, gender, year level, family monthly income, hours spent for studying/day, and hours of sleep/night.

Section B consists of Academic Stress Scale to find out the level of academic stress and to compare the stress among BSc Nursing students from different colleges for this purpose the investigator used the academic stress scale constructed and standardized by R. Balaji Rao. The scale was adopted to Indian conditions by Rajendran and Kaliappan (1990).

The items are classified into five areas contained 8 items each viz.,

- Personal inadequacy ... (F1)
- Fear of failure ... (F2)
- Interpersonal difficulties with teachers ... (F3)
- Teacher-pupil relationship/Teaching methods ... (F4)
- Inadequate study facilities ... (F5)

The total items were 40. Therefore 200 (5×40) is the maximum possible score and the highest score on each factor would be 40 (5×8). Each factor has equal number of items. The higher the value of the score, the more the academic stress and vice-versa. As the investigator is using the tool, viz., Students-Academic Stress Scale, is assumed that the adopted

version is having validity and reliability. This scale consists of as many as 40 items and each item has five alternative responses, i.e. "No Stress", "Slightly Stress", "Moderate Stress", "Highly Stress" and "Extremely High Stress". So the scoring to the response given by the students should be like the following.

Response	Weightage
No stress	1.
Slightly stress	2.
Moderate stress	3
Highly stress	4.
Extremely High stress	5

High scores are an indication of high stress and low scores on the scale are an indication of low stress. Ethical clearance was obtained from the institutional ethical committee after presenting it in detail before the committee. Permission was also taken from the Principals, and managements of selected colleges. The pilot study was conducted before the main study. The study was found feasible and practicable. Study was conducted from 09th of August to 17th of September 2017. The study was carried out in single session. The data were collected by the researcher herself. Each college was visited one after another. The subjects were asked to get together in a common classroom. The researcher introduced herself and explained the purpose of the study to the subjects, obtained their willingness and written consent. Confidentiality was assured to the subjects. Explained the procedure to the group including the teachers who are helping out in the study. The scale used in the study were projected for the group with the help of LCD and instruction regarding the filling the forms were given. The baseline data was collected. The researcher administered the tools and which took almost 40 to 45 mins. The data were analyzed in terms of the objectives of the study using descriptive and inferential statistics. Data are analyzed using SPSS 20 version.

Results

The Demographic Variables of Study Subjects Using Frequency and Percentage.

Majority (73%) of the samples belonged to Christian community, 21% Hindu and 6% Muslim community and they are females between 21–24 years of age group. 40% of their fathers are educated up to high school and 21% up to higher secondary. 43% of the mothers are educated up to

high school and 28% up to higher secondary. 32% of the fathers are daily wages and 21% of them are doing agriculture for their livelihood. 79% of the mothers are housewives. Majority of the samples are in between ₹10001 and 20.000/- as monthly income. Majority of the subjects (76%) are hostlers. 54% of the samples spend 4–6 hr and 46% spend 1–3 hr for study. Majority (80%) of the subjects spend 1–3 hr for extracurricular activities.

The study revealed that the academic stress score in subjects of government is 38% which shows that they are highly stressed 48% are moderately and 14% are low stressed. But in private 48% are highly stressed 34% are moderately and 18% are low stressed. These study findings revealed that the academic stress is almost same in Government (111.4 ± 23.66) and private (108.6 ± 23.74). This difference was calculated through testing following null hypothesis by using Independent Sample *t*-test. Here the *p*-value is greater than the significance level 0.05. There is no significant difference between academic stress of final year students of government and private college. Therefore, the research hypothesis that there is significant difference between academic stress of final year students of government and private college is rejected.

Itemwise Analysis of Academic Stress Scale of Study Subjects

In itemwise analysis, here the *p*-values corresponding to AS-score for item 23 (lack of communication between teachers and students) and AS-score for item 40 (Inadequate lab and library facilities) are less than the significance level 0.05; the difference in AS- score for item 23 and AS-score for item 40 between government and private is significant. AS-score for item 23: The weighted mean confirms that the AS-score for item 23 (lack of communication between teachers and students) is significantly higher in government (3.28) compared to private (2.72). The mean rank also confirms that AS-score for item 23 is significantly higher in government (56.9) compared to private (44.1). AS-score for item 40: The weighted mean confirms that the AS-score for item 40 (Inadequate lab and library facilities) is significantly higher in Government (2.56) compared to private (2.00). The mean rank also confirms that AS-score for item 40 is significantly higher in government (56.8) compared to private (44.2). Therefore, the research hypothesis that there is significant difference between academic stress of final year students of government and private college is partially accepted.

Table 1: Comparison of areas of academic stress scale between government and private

	Mean	SD	t-value	df	p-value
Personal inadequacy					
Government	16.44	4.413	0.583	98	0.561
Private	15.92	4.499			
Fear of failure					
Government	15.54	5.800	0.809	98	0.420
Private	14.58	6.061			
Interpersonal difficulties with Teachers					
Government	13.14	5.806	0.866	98	0.389
Private	12.12	5.971			
Teacher-pupil relationship/teaching methods					
Government	13.98	6.099	0.825	98	0.412
Private	12.94	6.504			
Inadequate study facilities					
Government	12.30	5.856	0.612	98	0.542
Private	13.00	5.570			

Personal inadequacy: the difference in personal inadequacy between Government and private is not significant. Table 1 that the personal inadequacy is almost same in Government (16.44 ± 4.413) and private (15.92 ± 4.499).

Fear of failure: the difference in fear of failure between Government and private is not significant. Table 1 shows that the fear of failure is almost same in Government (15.54 ± 5.800) and private (14.58 ± 6.061).

Interpersonal difficulties with teachers: The difference in interpersonal difficulties with teachers between Government and private is not significant. Table 1 shows that the interpersonal difficulties with teachers are almost same in Government (13.14 ± 5.806) and private (12.12 ± 5.971).

Teacher-pupil relationship/teaching methods: The difference in teacher-pupil relationship/teaching methods between Government and private is not significant. The table shows that the teacher-pupil relationship/teaching methods is almost same in

Government (13.98 ± 6.099) and private (12.94 ± 6.504).

Inadequate study facilities: The difference in inadequate study facilities between Government and private is not significant. Table 1 shows that the inadequate study facilities are almost same in Government (12.30 ± 5.856) and private (13.00 ± 5.570).

The difference in all other academic stress scores is almost same between Government and private as the corresponding *p*-values are greater than the significance level (Table 2).

Determines the association between the selected socio-demographic variables and academic stress of nursing students.

There is significant association between academic stress and education of father, mother and occupation of mother. Therefore, the research hypothesis that there is significant association between academic stress and education of father, mother and mother's education is accepted.

Table 2: Comparison of academic stress scale between government and private colleges

	Mean	SD	t-value	df	p-value
Government	71.40	23.66	0.599	98	0.550
Private	68.56	23.74			

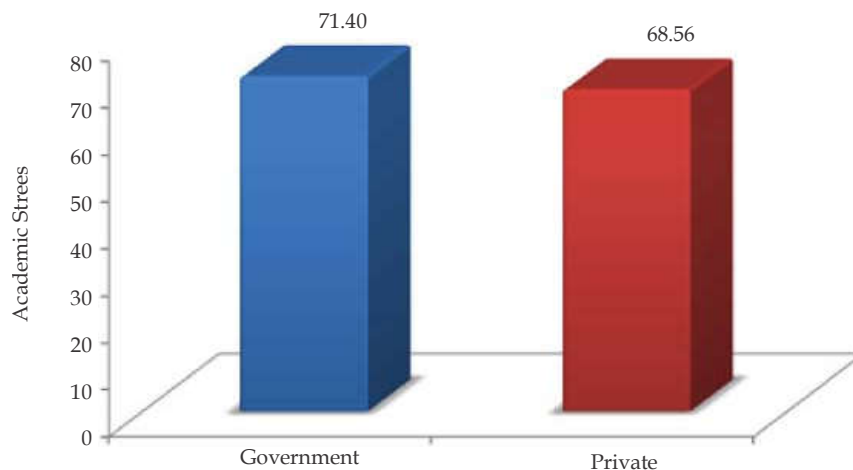


Fig. 1: Comparison of Academic Stress Scale between Government and Private Colleges

Discussion

Teachers and Nurse educators are the first persons who can identify behavioral and emotional problems of children and nurses play a vital role in educating teachers for the same. The result of the study is motivating to those who are interested in conducting similar studies in the same area which will help them to identify adolescents' stress and different modes of management. Psychologists/nurses play a vital role in the care of adolescents in the colleges/community. The findings of this study would help the authorities to educate the parents and teachers either government or private colleges regarding Academic stress in children. Faculty need to be prepared to effectively provide care for these children. They can become a vital link between the teaching institution and home. Teachers/Parents should be offered in-service training in Academic stress. The schools and colleges should take initiative through health professionals to provide information on Academic stress and related disorders and their management to the teachers. The findings of the study indicated that more emphasis should be placed on Care of students with Academic stress in the curriculum and should be made mandatory. Teaching techniques and college environments should be adapted to the needs of the students. Similarly, students living in hostels are observed to be prone to develop stress; thus, a periodic review of hostels, with feedback from the students, should be conducted and the complaints of students should be promptly addressed. The majority of students are in favor of stress management education being included in the curriculum, and hence steps should be taken for its incorporation. Health is a major

concern of students, and therefore the promotion of healthy dietary and lifestyle habits should be encouraged. Additionally, teachers, parents and even students themselves should be aware that undue expectations about academic achievement can lead to stress. Finally, regular study habits and adequate preparation can help students to avoid stress.

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Conclusion

The findings in this study show that both government and private undergraduates reported higher degree of stress in certain areas due to studies related sources of stress, such as the increased class workloads, the pressure due to examinations, the

fear of results, excessive and unclear assignments. However, it will be interesting to explore in the future research, how these sources of academic stress may influence the performance and the health of the undergraduate students, and the consequences of stress may be dependent upon its sources and severity. Secondly, it is important to organize some workshops at the beginning of each year for the undergraduate students. In these workshops, they will learn how to cope with these the academic stress, how to manage it, and to learn some effective time management and adapted study techniques in order to be able to reduce the negative effects of the academic stress on their health and performance.

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