



“A descriptive study to assess the stressors, the level of stress, and coping mechanisms adopted by the Nursing Students, in selected Nursing College offering Bsc Nursing Programme in Srinagar Kashmir.”

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ABSTRACT

Stress is fact of life that every human deals with on a daily basis. Stress affects all of us. Stress among college students is a reality which should not be ignored. Many factors contribute to stress among students, because “the expectation tends to be greater”.¹ These stressors include struggling to meet academic standards, time and money management, worries, and concern over grades and relationship with senior students, faculty, and family members. Some students feel that the academic pressure in college exceeds that of high school.

Aim: Aim of the study is to assess the stressors, the level of stress, and coping mechanisms adopted by the B.Sc. Nursing Students, in selected College offering B.Sc Nursing Programme in Srinagar Kashmir. **Materials**

and Methods: A non-experimental descriptive study was conducted to assess the stressors, the level of stress, and coping mechanisms adopted by the B.Sc. Nursing Students. The study was conducted in selected college of Nursing in Srinagar (Government college of nursing, Baghe Dilawar Khan. The sample was selected by purposive sampling technique. The sample size was 50. Structured questionnaire was used to assess the stressors, the level of stress, and coping mechanisms adopted by the B.Sc. Nursing Students. **Results and**

conclusion: The result of the study revealed that in B.Sc. Nursing students, 14% had severe stressors and more than half of the students (69%) had moderate stressor and remaining students (17%) had mild stressor. It was revealed that 13% of had severe stress and 75% of B.Sc. Nursing students had moderate stress and remaining 12% of B.Sc. Nursing students had mild stress. The results revealed that (14%) of had good coping and 74% of B.Sc. Nursing students had moderate coping and remaining 12% of B.Sc. Nursing students had poor coping. The study findings revealed that there was significant positive correlation between stressor level and stress levels of B.Sc. Nursing students ($r = 0.45$, $P < 0.01$), indicating that there is a positive relationship

between the stressor and stress. The results of the study indicate that there was no significant relationship between stressor and coping adopted by B.Sc. Nursing students ($r = -0.01$, $P = 0.92$), indicating that there is a negative relationship between the stressor and stress. The findings of the study indicate that there was no significant relationship between stress and coping of B.Sc. Nursing students ($r = -0.01$, $P = 0.14$), indicating that there is a negative relationship between the stressor and coping mechanisms of B.Sc. Nursing student

Key words: stressor, stress level, coping, nursing students, nursing college

Introduction

“A Journey of a thousand miles must begin with a single step”

Joney Walkar

Stress is fact of life that every human deals with on a daily basis. It is a familiar condition known to every one. Stress is derived from the Latin word “stringere”, meaning to draw tight and was used in 17th century to describe hardships. The concept of stress is as old as medical history. Hans Selye is generally considered as the father of stress research who introduced the concept of stress in 1936. Selye defined stress as the non-specific response of the body to any demand regardless of its nature.¹

As a matter of fact, stress may or may not be harmful depending upon the circumstances. According to Selye, a Canadian endocrinologist, stress could be classified as Distress and Eustress. Distress is that stress which is harmful and can cause one to feel helpless, frustrated and disappointed. It can cause physical or psychological damage. Novel situations that do not overwhelm the individual and that allow eventual mastery and control give meaning, interest and challenge to life. Under such conditions the same physiological arousal that might be interpreted as uncomfortable anxiety may be interpreted as euphoria in certain situations when an individual seeks a challenge, watches an exciting sporting event, or anticipates a positive outcome of change in life, the resulting stress, which is perceived positively, is called as Eustress.¹

The vast repertoire of human responses to stress and a person’s ability to modify the environment in response to stress are not merely individual’s behaviors but are products of social life and culture .

The term coping is derived from the Greek word “Kolaptein”- to strike. The term denotes control and contending successfully. Folkman et al define coping as "the person's cognitive and behavioral efforts to manage the internal and external demands in the person-environment transaction". In times of stress, an individual normally engages in certain coping strategies to handle the stressful situations and their associated emotions. The more an individual adopts adaptive coping strategies, the less his/her stress, and the better his/her mental health.²

Lazarus and Folkman defined coping as “constantly changing cognitive and behavioral efforts to manage specific external and internal demands that are appraised as taxing or exceeding the resources of the person”. There are two general coping strategies have been distinguished, Problem solving strategies and emotion focused coping strategies. Problem solving strategies are efforts to do something active to alleviate stressful circumstances, where as emotion focused coping strategies involve efforts to regulate the emotional consequences of stressful or potentially stressful events. Research indicates that people use both types of coping strategies to combat most stressful events (Lazarus and Folkman), the predominance of one type of strategy over another is determined in part, by personal style and also the type of stressful event.³

Stress has long been regarded as a common part of the graduate school experience, comparing with medical, law, psychology, and chemistry graduate students. Heins, Fahey, and Leiden concluded that perceived stress seems to be related to any type of graduate work. Stress in graduate school has been correlated with poor academic performance, coping problems, poor family relations, and dropping out of graduate school

Statement of problem

“A descriptive study to assess the stressors, the level of stress, and coping mechanisms adopted by the Nursing Students, in selected Nursing College offering Bsc Nursing Programme in Srinagar Kashmir.”

Objective of the Study:

- To assess the stressors among B Sc nursing student
- To assess the level of stress among B.Sc nursing students.
- To assess the coping mechanisms adopted by B.Sc nursing students.
- To assess the relationship between stress, stressors, and coping mechanisms, with selected variables such as age, sex, type of family and place of living.

Hypothesis:

- There is a statistically significant relationship between stressor, stress, and coping mechanisms of B.Sc nursing students.
- There is a statistically significant association between the stressors, the level of stress, and coping mechanisms and selected demographic variables such as age, sex, type of family and place of living.

Conceptual frame work.

The conceptual framework of study was based on Polit and Hungler

Materials and Methods

The research design used in this study was non experimental descriptive research design. The study was conducted at selected nursing college(government college of nursing bhage dilawar khan) of District Srinagar, Kashmir. The sample of 50 nursing students on the basis of inclusion and exclusion criteria were selected by using Purposive sampling. The tool used for the study was structured questionnaire which consists of section I (demographic variables such as age, sex, place of living, and type of family and section II (The perceived Stressor scale consists of 35 items) (the perceived Stress scale consists of 35 items) (Coping scale consists of 35 items).

Results and Findings

In this study, 50 nursing students participated. The data and the findings were entered in a master data sheet followed by the analysis and interpretation using descriptive statistics (i.e. frequency, percentage, mean, median and standard deviation) and inferential statistics (i.e. t-test and chi square test) according to the objectives of the study. The results obtained were presented in the following headings.

Section I: Findings related to Demographic variables.

Table 1: Shows Frequency and percentage distribution of subjects according to demographic variables.

n=50

Variables		Frequency(F)	Percentage (%)
Age	Below 20	28	56%
	20-25	17	33%
	Above 25	5	10%
Gender	Males	10	20
	Females	40	80
Types Of Family	Nuclear	40	80
	Joint	10	20
Place Of Living	Family	31	62
	Hostel	11	22
	Separate	8	16

SECTION– II: Distribution of BSc Nursing students according to their stressor levels.**Table II: Area wise categorization of Stressor levels of B.Sc nursing students. n=50**

S. NO	DOMAINS	MIN SCORE	MAX SCORE	MEAN	MEAN %	S.D
1.	Curriculum	11	41	29.05	58.1%	4.97
2.	Infrastructure	6	28	15.95	53.16%	5.96
3.	Clinical Facility	4	20	11.04	55.2%	3.64
4.	Teaching Faculty	5	24	13.79	55.16%	3.92
5.	Communication	5	23	15.22	60.88%	4.68
6.	Support System	5	20	11.26	45%	3.94
TO TAL		59	130	96.31	55%	14.81

The data depicted in table-II show that the B.Sc Nursing students had severe stressors in communication domain (mean % score 60.88%) and it is followed by curriculum (58.1%), clinical facility (55.2%), teaching faculty (55.16%), infrastructure (53.16%), and support system (45%) as their stressors.

Table III: Distribution of B.Sc. Nursing students according to their Stressor Level

n = 50

Sl. No	Stressor scores	No	%	Level of Stressor
1	<81	7	14%	Mild stressor
2	81 – 111	35	70%	Moderate stressor
3	> 111	8	16%	Severe stressor

The data presented in the table-III show that (14%) of B.Sc.Nursing students severe stressors and more than half of the B.Sc.Nursing students (70%) had moderate stressor and remaining B.Sc Nursing students (16%) had mild stressor

SECTION– III: Distribution of B.Sc Nursing students according to their stress levels.**Table IV: Area wise categorization of Stress levels of B.Sc Nursing students.**

n=50

S. NO	DOMAINS	MIN SCORE	MAX SCORE	MEAN	MEAN %	S.D
1.	Physical Stress	12	39	22.23	44.46%	5.44
2.	Emotional Stress	11	45	22.62	45.24%	6.79
3.	Social Stress	7	18	10.70	42.80%	3.05
4.	Cognitive Stress	6	21	12.67	42.23%	3.95

5.	Spiritual Stress	5	20	12.24	61.20%	3.30
TO TAL		41	122	80.46	45.97%	15.63

The data depicted in table-IV show that the B.Sc Nursing students had severe stress in spiritual domain (mean % score 61.20%) and it is followed by emotional stress (45.24%) and physical stress (44.46%), social stress (42.80%), and Cognitive stress (42.23%).

Table V: Distribution of B.Sc. Nursing students according to their Stress Level n=50

S. No	Stress scores	No	%	Level of stress
1	<64	6	12%	Mild stress
2	64– 96	38	76%	Moderate stress
3	> 96	6	12%	Severe stress

The data presented in the table-V shows that (12%) of B.Sc.Nursing students had severe stress and 76% of B.Sc.Nursing students had moderate stress and remaining 12% of B.Sc.Nursing students had mild stress.

SECTION IV: Distribution of B.Sc nursing students according to their Coping levels.

Table VI: Area wise categorization of coping levels of B.Sc nursing students.n=50

S. NO	DOMAINS	MIN SCORE	MAX SCORE	MEAN	MEAN %	S.D
1.	Positive Thinking	23	47	36.93	73.86%	4.91
2.	Emotional Support	11	40	25.34	63.35%	4.52
3.	Social Support	12	30	18.92	63.06%	4.15
4.	Spiritual support	5	25	17.89	71.56%	3.79
5.	Divertional Activity.	8	30	16.38	65.52%	4.43
TO TAL		80	163	115.46	65.97%	13.05

The data depicted in table-VI show that the B.Sc Nursing students used PositiveThinking as good coping ability (73.80%) and it is followed by spiritual supp(71.56%), divertional activity (65.52%), Emotional Support (63.35%), and social support(63.03%).

Table VII: Distribution of B.Sc. Nursing students according to their Coping Level.n=50

S. No	Stress scores	No	%	Category
1	<102	6	12%	Poor coping
2	102-128	37	74%	Moderate coping

3	> 128	7	14%	Good coping
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The data presented in the table-VII shows that (14%) of B.Sc.Nursing students had good coping and 74% of B.Sc.Nursing students had moderate coping and remaining 12% of B.Sc.Nursing students had poor coping

Table VIII: Relationship between Stressor level and Stress level of B.Sc nursing students.
n=50

Variable	Mean \pm SD	Correlation Coefficient	Inference
Stressor	96.31 \pm 14.81	r = 0.45	Significant (P < 0.01)
Stress	80.46 \pm 15.63		

Data in the table-VIII show that there is significant relationship between stressor level and stress level scores of B.Sc. Nursing students (r = 0.45, P < 0.01). Hence the null hypothesis is rejected. Results indicate that there is a positive relationship between stressor and stress that is if stressor increases, spontaneously stress also increases

Table IX: Relationship between Stressors level and Coping mechanisms of B.Sc nursing students.

Variable	Mean \pm SD	Correlation Coefficient	Inference
Stressor	96.31 \pm 14.81	r = - 0.01	Not Significant (P = 0.92)
Coping	115.46 \pm 13.05		

Data in the table IX- show that there is negative relationship between stressor and coping of B.Sc.Nursing students (r = -0.01, P = 0.92) that means to say, if stressor increases, coping decreases and vice-versa, indicating that there is a relationship between stressor and coping of B.Sc. Nursing students. Hence null hypothesis is rejected.

SECTION V: Relationship between the stressor, the level of stress and coping mechanisms of B.Sc nursing students.

Table X :Association between Stressor levels with selected Demographic Variables.

n=50

Variable	Stressor scores Median & below Median	Stressor scores above median	χ^2	Level of significance
Age				
Below 20	33	23	0.92**	0.63
20-25				
above 25	22	22		
Sex				

Male	12	9	0.05**	0.82
Female	43	36		
Place of living				
Family	36	26	0.62**	0.73
Hostel	19	19		
Family type				
Joint	45	36	0.05**	0.82
Nuclear	10	9		

* = Significant

** = Not Significant

The obtained Chi-square value indicates that there is no significant association between the stressor levels of the B.Sc. Nursing students and the demographic variables viz...age, sex, type of family and place of living.

Table XI: Association between Stress levels with selected demographic variables of B.Sc.Nursing students.
n=50

Variables	Stress scores Median & below Median	Stress scores above median	χ^2	Level of significance
Age				
below 20				
20-25	26	30	1.13**	0.57
above 25	24	20		
Sex				
Male	13	8	1.51**	0.22
Female	37	42		
Place of living				
Family	26	36	4.25**	0.12
Hostel	24	14		
Family type				
Joint	40	41	0.06**	0.80
Nuclear	10	9		

* = Significant

** = Not Significant

The obtained Chi-square value indicates that there is no significant association between the stress levels of the B.Sc. Nursing students and the demographic variables viz... age, sex, type of family, place of living

Table XII: Association between Coping levels with selected demographic variables of B.Sc.Nursing student.
n=50

Variables	Coping scores Median & below Median	Coping scores above median	χ^2	Level of significance
Age				
below 20	25	31	1.46**	0.47
20-25	25	19		
above 25				

Sex				
Male	8	13	1.57**	0.22
Female	42	37		
Place of living				
Family	32	30	1.04**	0.59
Hostel	18	20		
Family type				
Joint	41	40	0.06**	0.80
Nuclear	09	10		

* = Significant

** = Not Significant

The obtained Chi-square value indicates that there is no significant association between the coping methods of the B.Sc. Nursing students and the demographic variables viz... age, sex, and type of family, place of living

DISCUSSION

The present study was conducted to explore the stressors, the level of stress and coping mechanisms adopted by the B.Sc.Nursing students in selected college offering B.Sc. Nursing programme. The findings of the study have been discussed based on the objectives of the study and findings of other similar studies.

Stressor level of B.Sc nursing students

In present study it was found that more than half of the B.Sc. Nursing students (69%) had moderate stressor and remaining students (17%) had mild stressor and (14%) of students are with severe stressors.

The findings also revealed the area wise categorization of stressor scores among the B.Sc Nursing students that they had severe stressors in communication domain (mean% score 60.88%) and it is followed by curriculum (58.1%) and clinical facility as their stressors (55.2%). The findings were consistent with the report of Clarke and Ruffin CL, who found the use of technical equipment, interpersonal interaction, and lack of time for family and personal pursuits were the factors which caused stressors among students.⁴

Stress levels of B.Sc nursing students: In this study it was found that majority of the B.Sc. Nursing students (75%) had moderate stress and remaining students (13%) had severe stress and (12%) of students with severe stress. This was supported by the study done by Sheu et al on stress levels and coping behavior of nursing students which showed that the level of stress in nursing students was moderate.⁵

The findings also shows the area wise categorization of stress scores among the B.Sc Nursing students that they had severe stress in spiritual domain (61.20%) and it is followed by emotional stress (45.24%) and physical stress (44.46%). The findings are also consistent with the findings of the Mahat G who described the stress of the nursing students.⁶

Coping levels of B.Sc nursing students: In this study it was found that more than half of the B.Sc. Nursing students (74%) had moderate coping methods to counter the stressors and stress, and remaining students (14%) with good coping and (12%) of students had poor coping methods.

The findings also revealed the area wise categorization of coping scores among the B.Sc Nursing students that they had Positive Thinking as good coping ability (73.80%) and it is followed by spiritual support (71.56%) and divertional activity (65.52%). The above findings of the study are compatible with the findings of Sheu .et al. they assessed the stress levels and coping behavior of nursing students and found the most common coping behavior of the nursing students was to stay optimistic, followed by transference and problem solving.⁵

Relationship between Stressor levels and Stress levels of B.Sc nursing students.: The present study found

that there was significant correlation between stressor level and stress levels of B.Sc. Nursing students ($r = 0.45$, $P < 0.01$), indicating that there is a positive relationship between the stressor and stress.

Relationship between Stressors levels and Coping mechanisms of B.Sc nursing students.

The present study found that there was no significant relationship between stressor and coping of B.Sc. Nursing students ($r = -0.01$, $P = 0.92$), and the findings indicating that there is a negative relationship between the stressor and stress. The study was supported by the Mancini J et al who investigate the effectiveness of a stress management program and to determine personal and professional stressors experienced by graduate nursing students and their coping strategies.⁷

Relationship between Stress level and Coping mechanisms of B.Sc nursing students.

The present study found that there was no significant relationship between stress and coping of B.Sc. Nursing students ($r = -0.01$, $P = 0.14$), indicating that there is a negative relationship between the stressor and coping mechanisms of B.Sc. Nursing students. The above findings appear consistent with research of Tully A. who had done a study on Stress, sources of stress and ways of coping among psychiatric nursing students and findings revealed that all students were significantly distressed and Students were found to have limited coping skills.⁸

Association between Stressors levels with selected demographic variables.

The study did not establish any significant association between the stressors with selected demographic variables viz... age, sex, type of family, place of living Association between Stress levels with selected demographic variables.

The study did not establish any significant association between the stressors with selected demographic variables. viz... age, sex, type of family, place of living.

Association between coping methods with selected demographic variables

The study did not establish any significant association between the stressors with selected demographic variables. viz... age, sex, type of family, place of living. Though several studies reported stressor, stress and coping levels, their findings did not focus on association between stressor, stress and coping and demographic variables. It is evident from the above finding that the hypothesis stated in the study; there is a significant relationship between stress and coping mechanisms of B.Sc nursing students is accepted and the above findings appear consistent with research of Tully A. who had done a study on Stress, sources of stress and ways of coping among psychiatric nursing students and findings revealed that all students were significantly distressed and Students were found to have limited coping skills.⁸ The study was supported by the Mancini J et al who investigate the effectiveness of a stress management program and to determine personal and professional stressors experienced by graduate nursing students and their coping strategies.⁷

There is a significant association between the stressors, the level of stress, and coping mechanisms and selected demographic variables such as age, sex, education, income, marital status, number of children, support from family members, place of living, and experience is rejected. Though several studies reported stressor, stress and coping levels, their findings did not focus on association between stressor, stress and coping and demographic variables.

Recommendations:

In the view of the findings reported in the present study, the following recommendations are made for further research.

- ♣ The study can be replicated on a large sample.
- ♣ An evaluative study to determine the effectiveness of counseling in reducing the Stress levels of students may be conducted.
- ♣ An evaluative study can be done to determine the effectiveness of relaxation therapy in stress.
- ♣ A comparative study to assess the stress and coping methods of two different University students can be done.

Conclusion:

Based on the findings of the study it can be concluded that stress is integral part of life especially for college students. Managing stress will help them to cope with the daily pressure of college and give them more time to enjoy their college experience.

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