
“Effectiveness of planned teaching about knowledge regarding study related stress and coping ability among nursing students.”

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INTRODUCTION:

Stress in nursing education is acknowledged as one of the most important issues in the modern world. Imbalance between the environmental demands and perceived resources which an individual has available to meet those demands can become a cause for stress. Stress as a condition or feeling is experienced when a person perceives that demands exceed the personal and social resources the individual is able to mobilize. Stress in the workplace is now widely recognized as a major problem all over the world. However, for those seeking to introduce stress management activities, too little in the way of guidance and direction has been available.

Global suicide rates among adolescents in the 15-19 age groups, according to the latest World Health Organization (WHO) Mortality Database, were examined. (Data of this age group were available from 90 countries in some cases areas) out of the 130 WHO member states). The mean suicide rate for this age group, based on data available for the latest year, was 7.4/100,000. Suicide rates were higher in males (10.5) than in females (4.1). This applies in almost all countries. The exceptions are China, Cuba, Ecuador, El Salvador and Silence, where the female suicide rate was higher than the male. All individuals are not equally rational and tolerant. Some get angry when their authority is flouted. This complicates the situation and hampers children's free expression.⁵

Suicidal tendencies among students have gone up as they are burdened with greater expectations from the parents coupled with academic pressure. Statistics show that more and more students are taking the extreme step of suicide in a bid to end their misery after failing in their pursuit of professional excellence. The causes are due to failure or rejection by the society and not for purely economic reasons as was in the past. Generation gap too has been playing a significant role in driving the youngsters to commit suicide. Parents are busy in their respective professions and hardly have time to deal with the problems of their wards. People, especially students are in need of support during examination period, but they seldom find moral support.³ Stress can be defined as, any change in the body's equilibrium. Any negative stress is also known as distress The present study was conducted with aim to evaluate the effect of planned teaching programme on level of stress, physio-psychosocial symptoms and stress coping strategies among B.Sc. Nursing 1st year student s in selected Nursing colleges of Ambikapur, Chhattisgarh (C.G). Stress refers to a situation that occurs when an individual's internal or external demands are perceived as consuming or exceeding

their own adaptation or coping resources [2]. There is evidence that nursing students experience the highest level of stress during the initial period of the clinical practicum [3,4]. Previously identified stressors experienced during the clinical practicum included a lack of knowledge and skills, heavy assignments and workload, fear of making mistakes, caring for patients, and dealing with emergencies [3,[5], [6], [7], [8]]. It has been reported that nursing students' stress levels are affected by factors such as gender, monthly family income, years of study, voluntary choice of the profession, interest in the clinical practicum, and health status [3,[9], [10], [11], [12]]. Moderate levels of stress can motivate nursing students to excel by stimulating their potential and desire to learn. However, chronic or excessive stress not only negatively affects the physical and mental state of nursing students [13] but also decreases their clinical performance [14], which may ultimately jeopardize the quality of patient care [6]. Although nursing students are not immune to clinical stressors, their coping styles can affect the nature and intensity of their stress responses.

Coping is the ability to appropriately respond to and become accustomed to stressful circumstances. A person's potential gives them the ability to display mental, emotional, and behavioral responses to outside stimuli. Coping has been seen as an important factor that can help individuals overcome stress. In response to a stressful situation, individuals also experience a variety of stressful events. Strategies need to be developed to support people who feel powerless in a situation. However, sometimes the coping mechanism of individuals is maladaptive, causing them to turn against themselves.

It is important for nurse educators to find out the sources of stress and combat techniques used by the students so that they can be helped well with advancing issues with situations. In the current research, most of the subjects appear to use more adaptive coping strategies in relation to negative coping strategies and no adaptive coping strategies. "Seeking Diversion" is the most common form of coping that is used by nursing students which seems to be consistent with the outcomes of the same study among nursing students at Baba Farid University of Health Sciences. However, the study found that fixing family problems and being funny as the most common and least common strategies in the study of Iranian students.

The chakra system is a road to inner revolution, and it entails letting go of all religious values, restrictions, and biases in order to build space inside oneself to conceive the eternal reality. The chakra system's revolution began long ago, with oral tradition, and has continued to this day, with remarkable precision in their wisdom passed down through the centuries. As a result, nursing is more difficult, less rewarding, and provides fewer intrinsic benefits than it used to be. Many nurses thought they couldn't keep up with the rising demands put on them, which resulted in higher turnover and many nurses seriously considering quitting.

Teachers and clinical personnel should observe students. They should be diligent in finding out learning opportunities, and teachers should keep an eye on them. Students are required to manage their learning quality at all times; they must appear optimistic, informed, and capable of basic nursing skills by graduation. Compassion and the ability to interact with patients and colleagues should be taught to students. Students should be mindful of the importance of developing relationships with their teachers, other doctors, and members of the ward team, as this is seen as an important investment in their education. Students learning in a clinical environment should be seen as a team effort.

Due to reforms in nursing education and the developments of hospitals, these factors may have changed accordingly. There is a constant need for researchers to determine the factors influencing nursing students' stress levels and coping styles, especially during the initial period of the clinical practicum. In addition, researchers need to screen out further stressors that have a significant impact on the coping styles of nursing students. Clinical educators may prevent or reverse adverse outcomes through early identification and interventions to ameliorate these factors. This study aimed to investigate types of stressors, coping styles, and factors influencing nursing students' coping styles during the initial period of the clinical practicum.

PROBLEM STATEMENT:

Assessment of the effectiveness of planned teaching about knowledge regarding study related stress and coping ability among Nursing students in a selected Nursing college Ambikapur (C.G).

OBJECTIVES OF THE STUDY:

To assess the level of knowledge regarding study related stress and coping ability among higher secondary students.

To assess the effectiveness of planned teaching on level of knowledge regarding study related stress and coping ability among higher secondary students.

To determine the association between the level of knowledge regarding study related stress and coping ability among higher secondary students with their selected demographic variables.

NEED FOR THE STUDY:

Many researchers studied the stress experienced by students and the demographic factors affecting it. A study aimed to identify stress and reactions to stress among university students and examine the correlations between student stressors and study variables. The result indicated that the highest group of stressors experienced by students was self imposed stressors followed by pressure. Cognitive responses were found to be the highest responses to stressors experienced by students.

SCOPE OF THE STUDY:

The study can help the students to resolve their stress by using the knowledge on study related stress and coping ability.

METHODOLOGY:

In present study, one group pretest post-test research design was selected. A total of 217 samples were selected by purposive sampling technique. The data collection was done with

help of demographic profile,,likert scale on stress , likert scale on physio- psychosocial symptoms and likert scale on coping behaviour. Data analysis was done by SPSS 20.0.

RESULTS:

In the study, majority of samples (66.6%) were female and around 86% were belong to Hindu religion. In pretest stress level, majority of students (60.8%) having moderate stress, 82.17% having moderate physio-psycho social symptoms while 56.68% having moderate stress coping level. Additionally, the planned teaching program was significantly effective in increasing coping strategies ($p<0.0006$), decline stress level ($p<0.0001$), reducing physio-psycho social symptoms ($p<0.0001$) among the students. Furthermore, the demographic variables were partially associated with level of stress, physio-psycho social symptoms and coping strategies.

CONCLUSION:

The planned teaching programme has significant effective on stress level, physio-psycho social symptoms and coping strategies. Therefore, the educators and stakeholders can adopt the intervention to manage and deal the behavioural problems among B.Sc. Nursing students.

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