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**“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 widely recognized as a critical issue in today's world. It arises from an imbalance between environmental demands and the resources an individual perceives as available to meet those demands. Stress occurs when individuals feel that these demands exceed their personal and social coping resources. This condition is not only prevalent in education but is also acknowledged globally as a significant workplace challenge. Despite this recognition, there has been limited guidance on effectively introducing stress management strategies.

Global suicide rates among adolescents aged 15–19, based on the World Health Organization (WHO) Mortality Database, highlight the severity of stress-related outcomes. Data from 90 of the 130 WHO member states show a mean suicide rate of 7.4 per 100,000 for this age group, with rates higher in males (10.5) than females (4.1). Exceptions include countries such as China, Cuba, Ecuador, El Salvador, and Saint Lucia, where female suicide rates surpass those of males.

The variation in individuals' tolerance and rationality further complicates stress-related challenges. Some individuals react strongly, especially when their authority is questioned, creating environments that hinder free expression and exacerbate stress, particularly among adolescents. Addressing these factors is essential for developing effective strategies to manage and mitigate stress in educational and workplace settings.

The rise in suicidal tendencies among students has become a grave concern, as they face increasing expectations from parents and significant academic pressure. Statistics reveal an alarming trend of students resorting to suicide as an escape from their struggles with professional and academic demands. Unlike in the past, where economic factors were primary triggers, current causes include societal rejection, failure, and generational conflicts. The generation gap plays a critical role, as busy parents often lack the time to address their children's emotional and psychological needs. Students, particularly during examination periods, are in dire need of moral and emotional support, which is often unavailable.

Stress can be defined as any disruption to the body's equilibrium. Negative stress, also known as distress, arises when an individual perceives internal or external demands as overwhelming their coping or adaptive resources. Stress among nursing students is particularly pronounced during their initial clinical practicum. The present study aimed to

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evaluate the effectiveness of a planned teaching program on stress levels, psychosocial symptoms, and stress coping strategies among first-year B.Sc. Nursing students in selected nursing colleges of Satara District Maharashtra.

Evidence shows that nursing students experience heightened stress levels during their early clinical exposure due to stressors such as insufficient knowledge and skills, heavy workloads, fear of making mistakes, caring for patients, and handling emergencies. Additional factors influencing stress levels include gender, family income, academic year, voluntary choice of the profession, interest in clinical practice, and overall health status. Moderate stress can serve as a motivator, driving students to excel and realize their potential. However, chronic or excessive stress adversely impacts their physical and mental health, diminishes clinical performance, and compromises the quality of patient care.

While nursing students cannot completely avoid clinical stressors, their coping mechanisms significantly influence the intensity and nature of their stress responses. Developing effective coping strategies is essential to mitigate the adverse effects of stress, enhance clinical performance, and improve overall well-being.

Coping refers to an individual's ability to respond appropriately to and adapt to stressful situations. It involves utilizing one's mental, emotional, and behavioral capacities to react to external stressors. Coping is recognized as a vital factor that helps individuals overcome stress, though it is common for individuals to encounter a variety of stressful events and challenges in such situations. While coping strategies can empower individuals to manage stress, maladaptive mechanisms may lead to negative outcomes, causing individuals to turn against themselves.

For nursing students, identifying sources of stress and understanding their coping techniques is crucial for nurse educators. This understanding enables educators to support students effectively as they face increasingly complex challenges. The current research indicates that most nursing students use adaptive coping strategies more frequently than negative or maladaptive coping methods. Among these strategies, "seeking diversion"—such as engaging in leisure activities or redirecting focus—emerged as the most common approach. This finding aligns with a similar study conducted among nursing students at Baba Farid University of Health Sciences.

However, the study also highlights cultural and contextual differences in coping strategies. For instance, in a study on Iranian nursing students, "fixing family problems" was identified as the most commonly used strategy, while "being funny" was the least common. These variations underscore the importance of understanding the cultural and situational factors influencing coping mechanisms to better support students in stress management.

The chakra system is seen as a path to inner transformation, encouraging individuals to release religious values, restrictions, and biases to create space for realizing the eternal truth. This process of inner revolution has been ongoing for centuries, with ancient wisdom passed down through oral traditions, and it continues to hold profound relevance in contemporary times. Similarly, the challenges faced in nursing today reflect a shift in the profession, making it more demanding, less rewarding, and offering fewer intrinsic benefits than in the past. Many nurses report feeling overwhelmed by the increasing demands placed on them, resulting in higher turnover rates and a growing number of nurses seriously considering leaving the profession.

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In the context of nursing education, teachers and clinical personnel play a crucial role in observing and supporting students throughout their learning journey. They must identify and provide learning opportunities, closely monitor students' progress, and ensure students maintain high learning standards. Students should be equipped with the skills to demonstrate competence, optimism, and the ability to perform basic nursing tasks upon graduation. Additionally, compassion and effective interpersonal skills for interacting with patients and colleagues should be integrated into their education. Developing relationships with teachers, doctors, and other members of the clinical team is essential for students' professional growth and is considered a valuable investment in their education.

Nursing education and hospital practices have evolved over time, and these changes continue to influence the stress levels and coping strategies of nursing students, particularly during the critical early stages of clinical practice. It is essential for researchers to examine the factors contributing to nursing students' stress and how their coping styles are affected during this period. Furthermore, researchers should identify additional stressors that significantly impact students' coping mechanisms. Clinical educators can mitigate or prevent negative outcomes by identifying these stressors early on and providing appropriate interventions.

The goal of this study was to investigate the types of stressors nursing students encounter, the coping strategies they employ, and the factors that influence their coping styles during the initial phase of their 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 Satara District Maharashtra.

#### **OBJECTIVES OF THE STUDY:**

1. To assess the level of knowledge regarding study-related stress and coping ability among higher secondary students.
2. To evaluate the effectiveness of planned teaching on the level of knowledge regarding study-related stress and coping ability among higher secondary students.
3. To determine the association between the level of knowledge regarding study-related stress and coping ability among higher secondary students and 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.

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### **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 posttest 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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