

A Study to Assess the Academic Stressors Related to Professional Education among 1st Year Basic B.Sc. Nursing and 1st year GNM Students of Selected Nursing Colleges at Ratnagiri District Maharashtra

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Abstract: Introduction: Psycho social adjustment is the ability of the human being to perceive reality and to respond to it in a way that supports his or her own emotional and physical well-being and that of others in the social environment. Objectives of study were to assess the academic stressors among 1st year Basic B.Sc. Nursing and 1st year GNM students about professional education and to find the association between the academic stressors about professional education with selected demographic variables. The hypothesis was there will be a significant association between academic stressors among 1st year Basic B.Sc. nursing and 1st year GNM students about professional education with selected demographic variables. Research approach was descriptive survey approach. The 100 nursing students of 1st Year Basic B. Sc. Nursing and 1st GNM were selected by using stratified simple random technique was used to select samples. The tools used were structured questionnaires to gather information on demographic variables, checklist to assess the academic stress. The data was analysed by using descriptive and inferential statistics. Results: The major academic stressors related to intrapersonal factor is fear of examination was seen in 34 respondents, 5 were feeling of inferior, in interpersonal factors, 30 samples shown distractions caused by individual / group punishments, in environmental factors 18 samples responded that a crowded classroom. In academic factors, 41 lakhs of revisions was academic stress. there was an association between the association between level of stress and demographic variables Age, Gender, religion, type of family, Type of residence, Family income, Occupation of father, Father education, Mother education, Time consume travel home to college, Medium of earlier education, Past medical history this demographic variables shown significant association between level of academic stressors. Conclusion: the nursing students experience the academic stress.

Keywords: academic stress, Nursing students, intrapersonal, interpersonal

1. Introduction

Adjustment is a continuous process, not fixed or static state, in fact adjustment is defined as the continuous process of satisfying one's desires, and it involves many aspect of behavior. Abraham Maslow evaluated the well-adjusted person in terms of self-actualization, clearly stressing the adjustment process. Human beings constantly seek expression of the potential. Those developing and utilizing their capacities to the fullest are said to be self-actualization.

Psychosocial adjustment is the ability of the human being to perceive reality and to respond to it in a way that supports his or her own emotional and physical well-being and that of others in the social environment. When some aspect of mental; functioning is disordered, it can result in misperceptions of reality and misjudgments that alter effective decision-making. When effective decision making is altered healthy coping process deteriorate.

Problem Statement

A study to assess the academic stressors related to professional education among 1st year Basic B.sc nursing and 1st year GNM students of selected Nursing Colleges at Ratnagiri, Maharashtra.

Objectives

1) To assess the academic stressors among 1st year Basic B.Sc. Nursing and 1st year GNM students about professional education.

2) To find the association between the academic stressors among 1st year Basic B.Sc. nursing and 1st year GNM students about professional education with selected demographic variables.

Hypothesis

To achieve the stated objectives the following hypothesis was formulated

H1- There will be a significant association between academic stressors among 1st year Basic B.Sc. nursing and 1st year GNM students about professional education with selected demographic variables.

Study Approach- The approach of study is descriptive survey approach.

Population: The population of the present study comprised of the Nursing students of selected Nursing Colleges at Ratnagiri district.

Sample: The sample selected for the study were Nursing students of 1st Year Basic B. Sc. Nursing and 1st GNM.

Sample Size:

Total sample for the study was 100, out of which 50 were GNM students and remaining 50 were B. Sc. Nursing students from selected Nursing Colleges of Ratnagiri.

Sample Technique: Stratified simple random technique was used to select samples.

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Sampling Criteria:

Inclusive Criteria:

- 1) 1st year Basic B.Sc. nursing and 1st year GNM students of Nursing Colleges at Ratnagiri District.
- 2) Student who are willing to participate.

Exclusion criteria

- 1) Student who are not willing to participate.
- 2) Student who are not available at the time of research study.

Description of the Final Instrument:

Tool 1: Demographic Proforma.

Tool 2: structured check list to assess academic stressors.

Tool 1: Socio- demographic proforma

A proforma for selected personnel information was used to collect the sample characteristics, the characteristics include age, gender, religion, type of family, type of residence, family income, fathers occupation, fathers education, mothers education, time require for travelling, medium of earlier education and past medical history.

Tool II: Structured Check List

Measured by” No” or “Yes” respond ended by subject concluded 30 items divided in to 4 categories of potential source of stress. Respondent will be provided “Yes” or ”No” answer to each item for response had during the academic fear.

- a) Intrapersonal factors
- b) Interpersonal factors
- c) Environmental factors
- d) Academic factors

Plan for Data Analysis

It was decided to analyze the data by both descriptive and inferential statistics on the basis of the objectives and hypothesis of the study. Hence, the data will be analyzed in terms of descriptive;

- Frequency and percentage will be used to analyze demographic data.
- Percentage distribution, mean % and standard deviation will be used to analyze academic stressors.
- The analyze data will be presented in the form of tables, graphs, and diagrams.

Table no. 1: Frequency and percentage of Distribution sample according to demographic variable, N=50

| S. No. | Demographic variable | Frequency | Percentage |
|----------|-----------------------|-----------|------------|
| 1 | Age in years | | |
| | a) 18 years | 20 | 40 |
| | b) 19 years | 23 | 46 |
| | c) 20 years | 06 | 12 |
| | d) more than 20 years | 01 | 02 |
| 2 | Gender | | |
| | a) Male | 03 | 06 |
| | b) Female | 47 | 94 |
| 3 | Religion | | |
| | a) Hindu | 50 | 100 |
| | b) Muslim | 00 | 00 |
| | c) Others | 00 | 00 |
| 4 | Type of family | | |

| | | | |
|-----------|---|----|----|
| | a) Nuclear family | 36 | 72 |
| | b) Joint family | 11 | 22 |
| | c) Single parent family | 02 | 04 |
| | d) Extended family | 01 | 02 |
| 5 | Type of residence | | |
| | a) Living in hostel | 20 | 40 |
| | b) Living with parents | 26 | 52 |
| | c) Living with relatives | 04 | 08 |
| 6 | Family income | | |
| | a) Less than Rs.5000/- per moth | 05 | 10 |
| | b) Rs.5000/- to Rs.10000/- | 23 | 46 |
| | c) More than Rs.10000/- per month | 22 | 44 |
| 7 | Occupation of father | | |
| | a) Employee | 20 | 40 |
| | b) Business | 14 | 28 |
| | c) Farmer | 16 | 32 |
| 8 | Father education | | |
| | a) Up to matriculation | 31 | 62 |
| | b) Under graduate | 13 | 26 |
| | c) Post graduate | 04 | 08 |
| | d) Illiterate | 02 | 04 |
| 9 | Mother education | | |
| | a) Up to matriculation | 35 | 70 |
| | b) Under graduate | 11 | 22 |
| | c) Post graduate | 02 | 04 |
| | d) Illiterate | 02 | 04 |
| 10 | Time consume to travel home to college | | |
| | a) Less than 30 minutes | 26 | 52 |
| | b) 30 minutes to 1hr | 16 | 32 |
| | c) more than 1 hr | 08 | 16 |
| 11 | Medium of earlier education | | |
| | a) English | 16 | 32 |
| | b) Marathi | 22 | 44 |
| | c) Semi English | 12 | 24 |
| 12 | Past medical history | | |
| | a) No any illness | 44 | 88 |
| | b) having major illness | 00 | 00 |
| | c) History of major surgery | 02 | 04 |
| | d) History of minor surgery | 04 | 08 |

Table 2: Mean, SD, range and mean percentage of respondent on academic stressors level.

| Aspects | Max Score | Academic stressors of respondent | | | | |
|-----------------------|-----------|----------------------------------|-------|------|--------|----------|
| | | Range | Mean | SD | Median | Mean (%) |
| Intrapersonal Factors | 10 | 0-9 | 3.84 | 2.30 | 4 | 38.4 |
| Interpersonal Factors | 5 | 0-3 | 1.04 | 0.88 | 1 | 20.8 |
| Environmental Factors | 5 | 0-3 | 1.32 | 0.98 | 1 | 26.4 |
| Academic Factors | 10 | 1-7 | 4.46 | 1.55 | 5 | 44.6 |
| Overall | 30 | 2-23 | 10.34 | 4.25 | 11 | 34.46 |

Intrapersonal factors

| Sr No. | Stressors | Current Answer |
|--------|--|----------------|
| 1 | Unable to concentrate | 6 |
| 2 | Fear about language | 21 |
| 3 | Fear of new subject | 32 |
| 4 | Getting tired and lethargic due travelling | 23 |
| 5 | Unable to organize study time table | 27 |
| 6 | Feeling of inferior among other classmates | 5 |
| 7 | Fear of examination | 34 |
| 8 | Lack of study material | 15 |
| 9 | Lack of confidence | 23 |
| 10 | Lack of communication skills | 18 |

In a intrapersonal factors it is noted that major academic stressors related to intrapersonal factor is fear of examination- 34 respondents responded for this factor,

where as only 5 respondents responded to feeling of inferior among other classmates.

Interpersonal factors

| S. No. | Stressors | Current Answer |
|--------|---|----------------|
| 1 | Lack of co-operation and co-ordination among classmates | 5 |
| 2 | Unable to follow instructions of certain teachers | 3 |
| 3 | Unable to fulfill the teachers demands. | 3 |
| 4 | Teachers do not value our demands | 11 |
| 5 | Distractions caused by individual/group punishments | 30 |

In a interpersonal factors it is noted that major academic stressors related to interpersonal factor is distractions caused by individual/ group punishments - 30 respondents

responded for this factor, where as only 3 respondents responded to unable to fulfil the teachers demand and teachers do not value our demands.

Environmental factors

| S. No | Stressors | Current Answer |
|-------|---|----------------|
| 1 | Irregularity in conducting classes | 8 |
| 2 | Crowded classrooms | 18 |
| 3 | Lack of privacy during study at home | 14 |
| 4 | Stress related to financial obligations | 17 |
| 5 | Inadequate travelling facilities | 11 |

In a environmental factors it is noted that major academic stressors related to environmental factor is crowded classrooms - 18 respondents responded for this factor,

whereas only 8 respondents responded to irregularity in conducting classes.

Academic factors

| S. No | Stressors | Current Answers |
|-------|---|-----------------|
| 1 | Lack of interest in some subjects | 19 |
| 2 | Inadequate study resources in library | 22 |
| 3 | In appropriate examinations schedules organized by teachers | 22 |
| 4 | Disturb relation with specific teachers | 1 |
| 5 | Lack of opportunity to meet teachers. | 10 |
| 6 | Involvement of too many teachers in one subjects | 39 |
| 7 | Lack of continuity in conducting classes for single subject | 22 |
| 8 | Non completion of syllabus in stipulated time period | 34 |
| 9 | Monotonous teaching style by the teachers | 13 |
| 10 | Lack of revisions | 41 |

In academic factors it is noted that major academic stressors related to academic factors is lack of revisions - 41 respondents responded for this factor, where as only 1 respondents responded to disturb relation with specific teachers.

Association between the levels of academic stressors with demographic variables

| S. No. | Demographic Variables | Frequency | Levels of stress | | Chi square |
|----------|-------------------------|-----------|------------------|--------------|------------------------|
| | | | < Median =11 | > Median =11 | |
| 1 | Age in years | | | | 1.57,df=3 P<0.05 NS |
| | 18 years | 20 | 9 | 11 | |
| | 19 years | 23 | 12 | 11 | |
| | 20 years | 06 | 02 | 04 | |
| | more than 20 years | 01 | 00 | 01 | |
| 2 | Gender | | | | 0.26,df=1 P<0.05 NS |
| | Male | 03 | 02 | 01 | |
| | Female | 47 | 24 | 23 | |
| 3 | Religion | | | | 0.00,df=0 NS |
| | Hindu | 50 | 26 | 24 | |
| | Muslim | 00 | 00 | 00 | |
| | Others | 00 | 00 | 00 | |
| 4 | Type of family | | | | 4.43,df=3 P<0.05 NS |
| | a. Nuclear family | 36 | 17 | 19 | |
| | b. Joint family | 11 | 09 | 02 | |
| | c. Single parent family | 02 | 01 | 01 | |
| | d. Extended family | 01 | 01 | 00 | |

| | | | | | |
|----|--|----|----|----|------------------------|
| 5 | Type of residence | | | | 9.12,df=2 P>0.05 S |
| | Living in hostel | 20 | 14 | 06 | |
| | Living with parents | 26 | 07 | 19 | |
| | Living with relatives | 04 | 04 | 00 | |
| 6 | Family income | | | | 0.4,df=2 P<0.05 NS |
| | Less than Rs.5000/- per moth | 05 | 03 | 02 | |
| | Rs.5000/- to Rs.10000/- | 23 | 11 | 12 | |
| | More than Rs.10000/- per month | 22 | 11 | 11 | |
| 7 | Occupation of father | | | | 1.4,df=2 P<0.05 NS |
| | Employee | 20 | 09 | 11 | |
| | Business | 14 | 09 | 05 | |
| | Farmer | 16 | 07 | 09 | |
| 8 | Father education | | | | 8.25,df=3 P>0.05 S |
| | Up to matriculation | 31 | 15 | 16 | |
| | Under graduate | 13 | 11 | 02 | |
| | Post graduate | 04 | 03 | 01 | |
| | Illiterate | 02 | 02 | 01 | |
| 9 | Mother education | | | | 0.48,df=3 P<0.05 NS |
| | Up to matriculation | 35 | 16 | 20 | |
| | Under graduate | 11 | 06 | 05 | |
| | Post graduate | 02 | 01 | 01 | |
| | Illiterate | 02 | 01 | 02 | |
| 10 | Time consume to travel home to college | | | | 2.74,df=2 P<0.05 NS |
| | Less than 30 minutes | 26 | 19 | 07 | |
| | 30 minutes to 1hr | 16 | 04 | 12 | |
| | more than 1 hr | 08 | 05 | 03 | |
| 11 | Medium of earlier education | | | | 10.01,df=2 P>0.05 S |
| | English | 16 | 14 | 02 | |
| | Marathi | 22 | 08 | 14 | |
| | Semi English | 12 | 06 | 06 | |
| 12 | Past medical history | | | | 1.28,df=3 P<0.05 NS |
| | No any illness | 44 | 24 | 20 | |
| | having major illness | 00 | 00 | 00 | |
| | History of major surgery | 02 | 01 | 01 | |
| | History of minor surgery | 04 | 01 | 03 | |

The data collected shows that association between level of academic stressors of nursing students with selected demographic variables such as age, gender, type of family, family income, occupation of father, mother education, time consume travel home to college and past medical history were found to no significant association with academic stressors and variables such as type of residence, fathers education and medium of earlier education were shown significant association with level of academic stressors.

2. Discussion

Stressors related to professional education among 1st year Basic B.Sc. Nursing and 1st year GNM student's of selected nursing colleges.

In present study stressors associated with professional education among 1st year B. Sc. Nursing and 1st Year GNM nursing students were assessed in four areas; intra personal factors, interpersonal factors, environmental factors and academic factors.

- In a intrapersonal factors it is noted that major academic stressors related to intrapersonal factor is fear of examination- 34 respondents responded for this factor, where as only 5 respondents responded to feeling of inferior among other classmates.
- In a interpersonal factors it is noted that major academic stressors related to interpersonal factor is distractions caused by individual / group punishments - 30 respondents responded for this factor, where as only 3

respondents responded to unable to fulfill the teachers demand and teachers do not value our demands

- In environmental factors it is noted that major academic stressors related to environmental factor is a crowded classroom - 18 respondents responded for this factor, whereas only 8 respondents responded to irregularity in conducting classes.
- In academic factors it is noted that major academic stressors related to academic factors is lack of revisions - 41 respondents responded for this factor, where as only 1 respondents responded to disturb relation with specific teachers.

Association between stressors related to professional education among 1st year Basic B.Sc. and 1st year GNM Nursing student's with the selected demographic variable.

Overall association between level of stress and demographic variables Age, Gender, religion, type of family, Type of residence, Family income, Occupation of father, Father education, Mother education, Time consume travel home to college, Medium of earlier education, Past medical history this demographic variables shown significant association between level of academic stressors.

3. Conclusion

The overall level of stress among 1st year Basic B.Sc. and 1st year GNM Nursing student of M.E.S. college of nursing.

Selected for this study there are three significant associations found between check list.

4. Recommendations

Keeping in view the findings of the present study, the following recommendations were made:

- 1) A similar study can be conducted with a view to develop and implement stress management programmes for nursing students.
- 2) A similar study can be replicated on students of other faculty.
- 3) An exploratory survey can be done to find out the limitations faced by the Administration of nursing colleges.
- 4) A similar study can be made to evaluate the effectiveness of stress management programmes among nursing students.