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## A Descriptive Study to Assess the Level of Stress, Coping Styles In Academic Performance Among Nursing Students

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### Article Info

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### Abstract

**Introduction:** Nursing students were feeling insecurity, anxiety due to away from the home and difficulty in study due to changes in medium, surrounding environment changes so students are how they coping the problems in the new environment so the researcher felt that to assess the level of stress and coping strategies in academic performances among nursing students. Method: A research design used for this study was descriptive design which belongs to non-experimental research design. Convenient sampling technique was used to select the sample and the sample size was 100 Nursing students of SGHS College of nursing sohana. Data were collected by using structured knowledge questionnaire. Analysis was administered by the utilization of descriptive and inferential statistics. Results: The Result showed that the mean stress score of the students was 45.15 (SD=24.19) and the mean coping score of the students was 75.19 (SD=17.42). Association was done between demographic variables and level of stress score of students by using chi-square ( $\chi^2$ ) test that there was significant association between age, religion, and type of family, marital status, course, living accommodation, father occupation and mother occupation with level of stress scores of nursing student. Hence the null hypothesis has been accepted .There is significant association between gender, place of residence, family monthly income and motivation to study nursing with level of stress scores of nursing student. Hence the null hypothesis was rejected.

**Keywords** – Stress, Coping strategies, Academic performance, nursing student.



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## Introduction

Stress is truly a fact of nature-forces from the inner or out of doors world affecting the people. The character responds to stress in methods that affect the individual in addition to their surroundings. Due to the overabundance of stress in our current lives, we typically think about pressure as a terrible experience, but from a organic point of view, strain can be a herbal, poor, or superb experience.[1 ]

Stress among the nursing students can be divided into four types, which are the social stress, financial stress, academic stress and clinical area stress.

**Social stress:** - social which means the people or groups of member we interact in our life, included our parents, friends, classmate, lecturers, patients and so on. Social stress is not just the fear of being around people. It can also encompass the fear of public speaking, confrontations, and dealing with authority figures. Those with social stress have an intense desire to avoid embarrassment, judgment, or criticism. We feel stress when we being forced to do something we do not like or interested by our parents, such as being told to join nursing field instead of follow our desire.[2] We will feel stressful when continue the directive of our parents. Besides that, as someone entered the nursing school which means he or she is going to confront with the change of nature of college life. She will feel stress f there's difficult to find new friends and fit in with the new school life which has to depend on her own in whatever things as she may separate from her family. Most of all, people under social stress are not managing their life wisely as they haven't set priorities nor they have established limits.[3]

**Financial stress:** - In everyone life we can't separated from money, which mean we are interrelated with money or in others way we can say that, every day we need money to do anything. We are under stress when we found that we are lacking of money in our life or possess limited resources and must manage them in an effort to meet our needs and desires. Some nursing students who are suffering from the financial stress as their parents can't afford the huge amount of the tuition fees for the students. Some of them



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even give up their will of becoming a nurse because of the financial problems.[4]

**Academic stress:** - Academic stresses are stress that found in our study when we can't finish our works and the pressure being added on us by the lecturers and friends. A lot of students can't cope with the problems as they don't have proper management or plan in their studies of nursing students are under stress because of the excessive homework and lack of your time management skill so at the top of the studies there are a tons of unclear assignments.[5] Many students have a wrong perception that they're going to only finish their works in time or interim, these make them to become idle and sluggish on their works. One of the main sources of academic stress is final examination and the grades of the examination. Nursing students have to learn a lot of things in their academic so they may feel stressful in preparing for the exam, and some more students would like to compare their grades with each other's, so students who are in low grades will feel sad and uncomfortable.[6]

**Clinical stress:** - Clinical stresses include difficulties in dealing with the chain of command or pecking order common for students. Coping with hierarchy and the authoritative environment is of troubling for students. During practical time of the student nurses, are morning, afternoon and midnight shift. It is very hard for the new nursing students to practice to wake up early in the morning and working till late night and develop discipline, professional skills in clinical area. They will feel stress to cope up with these problems as they are new in this field. Moreover, a lot of student will having stress when they first saw or working with the dying patients as they don't know how to solve the problems, such as don't know how to comfort and console the families members, feeling sorry for the dying patient, and the fear of failure.[7]

The major sources of stress were detected among nursing college students: change in sleeping habits, vacations, breaks, and alter in eating habits, increased work load, and new responsibilities. Furthermore, stress may result from being separated from home for the primary time, the transition from a private to an impersonal academic



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environment, and therefore the structure of the academic experience at the school level.[8]

Learning to deal with a stress is a useful skill for nursing career and a life ahead. Coping strategies are three main categories of coping style. Problem focused coping consists of addressing the matter causing the distress [i.e. having an idea of action concentrating on subsequent step]. Emotion-focused coping is aimed towards reducing or managing the emotional distress that's related to the things [i.e. seeking emotional support, that specialize in and venting of emotions]. Avoidance coping is aimed at seeking to avoid or distract oneself from situation [i.e. seeking out social diversion engaging in distracting tasks].[9] Problem-focused coping styles seem to be simpler in controllable situations during which individuals can manipulate the stressors, and emotion-focused coping styles seem to be effective when handling stressors that are of brief duration and which can't be controlled.[10]

The nursing students were feeling insecurity, anxiety due to away from the home and difficulty in study due to changes in medium, surrounding environment changes so students are how they cope the problems in the new environment so the researcher felt that to assess the level of stress and coping strategies in academic performances among nursing students.

### Objectives

1. To assess the level of stress of the nursing students.
2. To identify the coping strategies utilized by the nursing students.
3. To find out the relationship between level of stress, coping styles and academic performance.
4. To find out association between level of stress, coping styles and academic performance and with their selected demographic variables.



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### Operational definitions

**Assess:** It refer to gathering information regarding level of stress and coping styles in academic performance.

**Stress:** In this study the stress is an organism's response to a stressor such as an environmental condition or a stimulus. It can affect nursing student's long term physical and mental strategies.

**Coping Styles:** Coping in thus expending conscious effort to solve personal and interpersonal problems, and seeking to master, minimize or tolerate stress and various coping strategies used by students include ventilation, diversion, relaxation, self reliance, social peer groups etc.

**Academic Performance:** Refers to how students affect their studies, and the way they deal with different tasks to achieve their performance in academics.

**Nursing Students:** - It refers to the students studying GNM, B.Sc. Nursing and B.Sc. Nursing (Post Basic) in a nursing college or school of nursing.

**Null Hypothesis H0:-** There will be no significant association between levels of stress and coping styles among nursing students with their selected demographic variables.

### Assumptions

- First year student nurses may have more stress.
- Coping strategies utilized by nursing students may reduce the level of stress.
- Coping strategies not utilized by nursing students 1st year may have stress which can affect academic performance.

### Delimitations:

- The study will be delimited to 1st year nursing students doing degree or diploma.
- The study is delimited to nursing students in SGHS college of nursing, sohana

### METHODS



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The research approach adopted in the present study was descriptive (survey) approach, and research design was descriptive research design which belongs to non-experimental research design. Convenient Non random sampling technique was used to select the SGHS College of nursing, sohana. The sample size was of 100 nursing students of GNM 1<sup>st</sup> year, B.sc nursing 1<sup>st</sup> years and B.Sc. Nursing (Post Basic) 1<sup>st</sup> year. The tool categorized in three sections.

**Section A** consists of item related to data regarding personal and baseline characteristics of nursing students. It includes age, gender, religion, marital status, and type of family, place of residence, course, living accommodation, father occupation, mother occupation, monthly family income and motivation to study nursing.

**Section B** consists 40 items regarding assess the level of stress in respective of interpersonal relationship, academic performance, clinical areas and the environment among nursing students.

**Section C** consists of 40 items regarding the coping styles used by nursing student's respective areas ventilation, seeking diversion, relaxing, self reliance, developing social support, solving problems, negative coping styles and seeking spiritual support.

The pilot study results revealed the feasibility of the study. Reliability of the tool was determined by spearman brown prophecy method with split half formula value is obtained for stress (0.78) and for coping (0.79). It shows that the tool was highly reliable for final study. Self-introduction was given by the investigator and purpose of the study was explained. The investigator administered the questionnaire to the students. The average time taken by the respondents to complete the questionnaire was approximately one hour. Data were collected by using structured questionnaire schedule. Wherever necessary, questions were cleared by explaining in simple terms to the students. Ethical permission was obtained from Principal of SGHS College of nursing, sohana. Analysis of the data was done using descriptive statistics as mean, median, standard deviation and inferential statistics as paired' test and Chi- square test.



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### RESULTS

The analysis and interpretation of data have been organized and presented under the following section.

**Table – 1**

**Frequency and percentage distribution of nursing students by their socio demographic variables. N=100**

Demographic variables		Frequency(f)	Percentage (%)
Age( years)	17 - 20	70	70
	21 -24	25	25
	25 & Above	05	05
Gender	Male	15	15
	Female	85	85
Religion	Hindu	16	16
	Muslim	04	04
	Sikh	78	78
	Chrstrain	02	02
Type of Family	Nuclear	63	63
	Joint	37	37
	Extended	00	00
Place of Residence	Urban	39	39
	Rural	53	53
	Semi Urban	08	08
Marital Status	Single	98	98
	Married	02	02
	Divorce	00	00
Course	GNM	31	31
	B.Sc. (N) Post basic	20	20
	B.Sc. (N)	49	49
Living Accommodation	Living in hostel	32	32
	Living with parents	62	62
	others	06	06
Father Occupation	Govt. service	24	24
	Private Service	18	18
	Business	07	07



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	Others	51	51
<b>Mother Occupation</b>	Govt. service	04	04
	Private Service	02	02
	Housewife	93	93
	Others	01	01
<b>Monthly Family Income</b>	5000 - 10000	42	42
	10001 - 15000	17	17
	15001 - 20000	09	09
	Above 20000	32	32
<b>Motivation to study Nursing</b>	Own choice	41	41
	Parental pressure	11	11
	For going Abroad	40	40
	Job security	07	07
	Did not get admission in MBBS	01	01

- Tables 1 revealed that majority (70%) of students were in age group 17-20 years, followed by age group of 20-25 years (25%) and 25 & above age group were (05%).
- According to gender, 85% of the samples were found to be males and 15% were females.
- According to religion, 78% were Sikh, 16% were Hindu, 4% were Muslim and only 2% were Christian.
- 63% of the samples were belonging to nuclear to family whereas 37% were belonging to joint family and 00% belonging to the extended family.
- Most of the respondents were living in rural area 53%, 39% in urban and 8% in semi –urban.
- According to marital status of the students, 98% were single and 2% were married.
- Nursing students studying in 49% were in B.Sc. Nursing course, 31% in GNM course and 20% were in Post Basic B.Sc. Nursing course.
- Majority of the students 62% living with their parents, 32% students living in Hostel and 6% students living in others category.



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- Majority of the father occupation were found as other job 51 % followed by government job 24 %, 18% were private job and 7 % have business.
- Majority of the mother occupation were found as 93% house wife, Govt. job 4 %, 2 % have private job and 1% have other job.
- The percentage of the respondents based upon monthly family incomes in rupees shows that 42% were 5001 – 10,000, 17% were 10,001 – 15000, 9% were 15,001 - 20000 and 32% were above 20000.

According to motivation to study nursing, 41% have own choice, 11% have parental pressure, 40% want to going Abroad, 7% want job security and 1% have did not get admission in MBBS.

**TABLE - 2**  
**Frequency and percentage of level of stress score of Nursing Students**

**N=100**

Level of stress	Frequency	Percentage
Low stress (0-80 )	00	00%
Average stress (81-120 )	13	13%
High stress (121-160 )	87	87%

Tables 2 describe the percentage distribution of scores reveals that out of 100 samples the overall stress of 87% samples was found to be high stress and 13% samples had average stress 00%of the subjects had low stress.

**Table-3**  
**Frequency and percentage of level of coping strategies score of Nursing Students**

**N=100**

Level of coping strategies	Frequency	Percentage
Poor coping (0-80 )	00	00%
Average coping (81-120 )	44	44%
High Coping (121-160)	56	56%



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Tables 3 describe the percentage distribution of scores reveals that out of 100 samples reveals that most of coping level scores 56% had high score, 44% had Average score, and 00% poor score of nursing students.

**Table - 4**

**Mean and Standard Deviation of level of stress scores, coping strategies and Academic performance among nursing students**

N=100

Stress, coping strategies and Academic performance among nursing students	Level of stress		coping strategies		Academic performance	
	Mean	SD	Mean	SD	Mean	SD
	45.15	24.19	75.19	17.42	68.04	9.67

Table 4 describes that the data showed that the mean stress score of the students was 45.15 and standard deviation of stress scores of students was 28.22 where as the mean coping score of the students was 75.19 and standard deviation of coping scores of students was 17.42 and mean academic performance of the students was 68.04 and standard deviation was 9.67. The correlation between stress score and academic performance was -0.22 which indicate negative significant correlation between stress score and academic performance of nursing students and correlation between coping score and academic performance was 0.21 which indicate positive significant correlation between coping score and academic performance of nursing students.

**Table - 5**

**Association between socio demographic variables of nursing students with their level of stress in academic performance**

N = 100

Variables	Calculated value	$\chi^2$	Degree of freedom	Table Value	Association
Age	3.60		2	5.991	NS
Gender	4.510		1	3.841	S
Religion	4.215		3	7.815	NS



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Type of Family	0.036	1	3.841	NS
Place of Residence	6.588	2	5.991	S
Marital Status	0.260	1	3.841	NS
Course	1.611	2	5.991	NS
Living accommodation	0.079	2	5.991	NS
Father occupation	4.995	3	7.815	NS
Mother occupation	5.402	3	7.815	NS
Monthly Family Income	10.844	3	7.815	S
Motivation to study nursing	14.603	4	9.488	S

Table 5 describes that the calculated chi square values was less than the table values indicated that there was no significant association between the demographic variables such as age, religion, type of family, marital status, course, living accommodation, father occupation and mother occupation with level of stress scores of nursing student. Hence the null hypothesis has been accepted .There is significant association between gender, place of residence, family monthly income and motivation to study nursing with level of stress scores of nursing student. Hence the null hypothesis was rejected.

Table - 6

Association between socio demographic variables of nursing students with their level of coping strategies in academic performance

N = 100

Variables	Calculated value	$\chi^2$	Degree of freedom	Table Value	Association
Age	4.615		2	5.991	NS
Gender	2.006		1	3.841	NS
Religion	1.056		2	5.991	NS
Type of Family	4.724		4	9.488	NS
Place of Residence	8.752		4	9.488	NS
Marital Status	0.284		1	3.841	NS
Course	3.621		2	5.991	NS
Living accommodation	2.243		2	5.991	NS
Father occupation	5.631		3	7.815	NS
Mother occupation	4.325		3	7.815	NS



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<b>Monthly Family Income</b>	9.742	3	7.815	S
<b>Motivation to study nursing</b>	6.562	4	9.488	NS

Table 6 describes that the calculated chi square values was less than the table values indicated that there was no significant association between the demographic variables such as age, gender, religion, type of family, place of residence, marital status, course, living accommodation, father occupation, mother occupation and motivation to study nursing with level of coping strategies scores of nursing student. Hence the null hypothesis has been accepted .There is significant association between family monthly income with level of coping strategies scores of nursing student. Hence the null hypothesis was rejected.

### CONCLUSION

- The mean stress score of the students was 45.15 and standard deviation of stress scores of students was 28.22 where as the mean coping score of the students was 75.19 and standard deviation of coping scores of students was 17.42 and mean academic performance of the students was 68.04 and standard deviation was 9.67. The correlation between stress score and academic performance was -0.22 which indicate negative significant correlation between stress score and academic performance of nursing students and correlation between coping score and academic performance was 0.21 which indicate positive significant correlation between coping score and academic performance of nursing students.
- Association was done between demographic variables and level of stress score of nursing students by using chi-square ( $\chi^2$ ) test. The calculated chi square values was less than the table values indicated that there was no significant association between the demographic variables such as age, religion, type of family, marital status, course, living accommodation, father occupation and mother occupation



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with level of stress scores of nursing student. Hence the null hypothesis has been accepted .There is significant association between gender, place of residence, family monthly income and motivation to study nursing with level of stress scores of nursing student. Hence the null hypothesis was rejected.

- The calculated chi square values of coping strategies was less than the table values indicated that there was no significant association between the demographic variables such as age, gender, religion, type of family, place of residence, marital status, course, living accommodation, father occupation, mother occupation and motivation to study nursing with level of coping strategies scores of nursing student. Hence the null hypothesis has been accepted .There is significant association between family monthly income with level of coping strategies scores of nursing student. Hence the null hypothesis was rejected.

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