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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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### 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 members 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 separate 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 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 ton 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 peeking 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 tell 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 students will be 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 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 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.

## 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

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

## Delimitations:

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

## METHODS

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.

## 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.**

| Demographic variables |            | Frequency(f) | Percentage (%) |
|-----------------------|------------|--------------|----------------|
| <b>Age (years)</b>    | 17 - 20    | 70           | 70             |
|                       | 21 -24     | 25           | 25             |
|                       | 25 & above | 05           | 05             |
| <b>Gender</b>         | Male       | 15           | 15             |
|                       | Female     | 85           | 85             |
| <b>Religion</b>       | Hindu      | 16           | 16             |
|                       | Muslim     | 04           | 04             |
|                       | Sikh       | 78           | 78             |
|                       | Christian  | 02           | 02             |

**N=100**

|                                    |                               |    |    |
|------------------------------------|-------------------------------|----|----|
| <b>Type of Family</b>              | Nuclear                       | 63 | 63 |
|                                    | Joint                         | 37 | 37 |
|                                    | Extended                      | 00 | 00 |
| <b>Place of Residence</b>          | Urban                         | 39 | 39 |
|                                    | Rural                         | 53 | 53 |
|                                    | Semi Urban                    | 08 | 08 |
| <b>Marital Status</b>              | Single                        | 98 | 98 |
|                                    | Married                       | 02 | 02 |
|                                    | Divorce                       | 00 | 00 |
| <b>Course</b>                      | GNM                           | 31 | 31 |
|                                    | B.Sc. (N) Post basic          | 20 | 20 |
|                                    | B.Sc. (N)                     | 49 | 49 |
| <b>Living Accommodation</b>        | Living in hostel              | 32 | 32 |
|                                    | Living with parents           | 62 | 62 |
|                                    | Others                        | 06 | 06 |
| <b>Father Occupation</b>           | Govt. service                 | 24 | 24 |
|                                    | Private Service               | 18 | 18 |
|                                    | Business                      | 07 | 07 |
|                                    | 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 |

- 1) 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%).
- 2) According to gender, 85% of the samples were found to be males and 15% were females.
- 3) According to religion, 78% were Sikh, 16% were Hindu, 4% were Muslim and only 2% were Chrstrain.
- 4) 63% of the samples were belonging to nuclear to family whereas 37% were belonging to joint family and 00% belonging to the extended family.
- 5) Most of the respondents were living in rural area 53%, 39% in urban and 8% in semi – urban.
- 6) According to marital status of the students, 98% were single and 2% were married.
- 7) 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.
- 8) Majority of the students 62% living with their parents, 32% students living in Hostel and 6% students living in others category.

- 9) Majority of the father occupation were found as other job 51 % followed by government job 24 %, 18% were private job and 7 % have business.
- 10) Majority of the mother occupation were found as 93% house wife, Govt. job 4 %, 2 % have private job and 1% have other job.
- 11) 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.
- 12) 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%        |

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 whereas 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 $\chi^2$ value | 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          |
| 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 $\chi^2$ value | 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          |
| Monthly Family Income       | 9.742                     | 3                 | 7.815       | S           |
| Motivation to study nursing | 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 whereas 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 were 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.
- The calculated chi square values of coping strategies were 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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