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A Study to Assess the Effectiveness of Intervention on Stress Among G.N.M 1st Year Students

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ABSTRACT

Stress among G.N.M. first-year students were systematically assessed using the technique outlined in the methodology. There is a specified population, a method of sampling, and criteria for selection in the study design. Students who fulfil the inclusion requirements make up the population, and 25 students are chosen at random using a suitable sampling procedure. We include students who are open to taking part and who are under mild to moderate stress; we eliminate those who are either completely absent or who are under extreme stress. Using a five-point rating system, the data collecting instrument comprises 20 items of a stress scale and socio-demographic factors. Before any data is collected, formal permission is sought and informed consent is guaranteed. Cooperation and secrecy are maintained all the way through. The data is gathered by means of pre- and post-test procedures. The statistical analysis involves the use of frequency, percentage, and standard deviation. To assess the connection between stress levels and specified variables, t-tests and chi-square tests are used.

Keywords: *Stress, Nursing, Students, Intervention, Effectiveness.*

I. INTRODUCTION

Given the many academic, clinical, and personal obstacles that first-year students in G.N.M. (General Nursing and Midwifery) programs encounter, it is crucial to do research to determine the efficacy of interventions aimed at reducing stress in this population. Adapting to a rigorous curriculum, new clinical settings, and emotional exposure to patient care is a time of transition for students entering a nursing school. Academic performance, mental health, and general well-being may all take a hit if they aren't prepared to handle the increased stress that comes with this shift.

Stress is frequent among first-year G.N.M. students for several reasons, including but not limited to: overwhelming course load, test anxiety, lack of clinical experience, poor time management skills, and emotional distance from loved ones. Furthermore, anxiety levels might be amplified by the immense pressure to excel in both the academic and practical components of nursing school. For first-year medical students, the prospect of participating in clinical rotations—where they will see actual patient pain, illness, and even death—can be terrifying. It is critical to find effective solutions that may help pupils adjust and manage with these stresses.

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Stress management classes, relaxation exercises, therapy, mindfulness practices, and peer support groups are just a few of the interventions that have been shown to help nursing students deal with stress. Particularly helpful are educational seminars that instruct participants in methods of coping, time management, and problem-solving. Both mental and physical stress may be alleviated by the practice of relaxation methods such as yoga, meditation, and deep breathing exercises. Furthermore, by making counselling services available, students are able to talk about their problems and get advice from trained professionals.

Pre- and post-test designs allow for the systematic evaluation of such therapies' efficacy. Study participants' stress levels are recorded both before and after the intervention to determine its efficacy. It is common practice to measure stress using standardized instruments, such as questionnaires or stress assessment scales. A significant decrease in stress levels after the intervention is indicative of its efficacy. Students' qualitative responses may also give light on the extent to which these programs have strengthened their emotional resilience and coping skills.

Students that take part in these programs often feel more positive about their academic and clinical experiences, have greater self-confidence, and are able to concentrate better. Their professional growth as caring and skilled healthcare practitioners is aided by these enhancements, which also boost their academic success.

This highlights the critical need of including stress-reduction strategies into nursing curricula. Incorporating such initiatives into the curriculum may greatly assist students, particularly in the first year, as they navigate the adjustment. Additionally, faculty members are crucial because they provide a safe space for students to study, provide direction, and identify when their pupils are under stress. Even more so, peer support groups are a great place for people to talk to each other and get encouragement.

II. REVIEW OF LITERATURE

Anjalatchi, (2023) Everyone experiences stress from time to time. Despite its negative connotations, stress is essential for life. It encourages the person to confront risk, makes them more resilient, and may even improve their performance. Any source of mental or physical strain may be attributed to stress, whether it be emotional, mental, or physical. Environmental, psychological, and social stresses are examples of external sources of stress, while physical sickness and medical procedures are examples of internal sources of stress. The human body is not designed to handle excessive amounts of anything. There was an increased risk of health issues and anti-social behaviours among students who did not learn good coping mechanisms. The purpose of this research was to examine the stress levels and methods of coping among first-year nursing students at Lucknow's Era College of Nursing. Among first-year nursing students, to gauge the degree of stress. In order to evaluate the methods used by first-year nursing students to deal with stressful situations. A total of 149 nursing students from Era College of Nursing made up the sample for this research. Researchers used a non-probability purposive selection strategy to choose research participants. 149 samples were included in the current investigation, which showed results for goal 1. Their stress levels were modest. The average amount of stress experienced by students was 18. We found that the 149 participants in our research had an average amount of coping mechanisms, as shown in Objective 2. Nursing students had an average of 68.21 coping mechanisms. It may be

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worthwhile to repeat this investigation based on the results: To draw broader conclusions, comparable research with a larger sample size is possible.

Vyas, Dhara. (2020) Individuals experience stress when they are in a condition of mental and physical pressure that requires them to adapt. Academic, clinical, and financial stresses are reportedly experienced by student nurses as a result of parental expectations, grade competitiveness, and career decisions. This study used a descriptive research strategy based on quantitative research methods. Sixty first-year Bachelor of Science in Nursing students were chosen using a purposive sampling approach. To measure the amount of stress, the modified student stress scale was used. Frequency and percentage, mean, standard deviation, chi-square, and inferential statistics were used to analyse the data. The study's main conclusions were as follows: 42 students (67%) reported moderate stress, 14 students (23%) reported mild stress, and 6 students (10%) reported severe stress. Gender is the only socio-demographic variable that is statistically associated with stress levels; other socio-demographic variables, such as family type, parental education level, marital status, monthly household income, type of housing, and distance from home, do not. The research found that first-year B.Sc. nursing students experience a modest amount of stress, which was not significantly correlated with most socio-demographic factors.

K, Renuka et al., (2023) Feeling overwhelmed by mental or emotional demands is what we mean when we talk about stress. When you feel overwhelmed, pressure transforms into stress. Because people's reactions to stress vary, what one person perceives as a difficult circumstance could really serve as a motivating one for another. When you're stressed, it's hard to function at your best. Work, relationships, and financial issues are just a few of life's many sources of stress. Feelings, thoughts, actions, and even bodily functions may all be impacted by stress. Some frequent symptoms of stress include trouble sleeping, excessive perspiration, a lack of hunger, and trouble focusing. Many students report feeling stressed out throughout the transition from high school to college because of the many demands placed on them. Research on the stress levels of aspiring nurses. To determine how stressed-out nursing students are, researchers used a descriptive approach. The data collecting strategy included selecting 60 B.sc. nursing first-year students at random using a simple random sample methodology based on the lottery method. The 60 nursing students who participated in the study were asked to fill out a Perceived Stress Scale. There were four distinct stress levels: low, moderate, severe, and extremely severe.

Mushtaq, Bushra et al., (2021) Feelings of mental or bodily strain are known as stress. It may arise from anything that triggers negative emotions, such as anger, nervousness, or frustration. The physiological response to pressure or challenge is known as stress. When it serves to keep you safe or get things done quickly enough, stress may be beneficial in brief spurts. The purpose of this research was to examine the prevalence of stress among nursing students. The stress levels of the nursing students were measured using Cohen's preserved scale in this study. The results of this research reveal that the stress levels among the participants were as follows: fifteen (37.5%) had a high perceived stress level, twenty-five (63.5%) had a moderate level, and not a single participant had a low level of stress.

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III. METHODOLOGY

The following items are included in this section: research design, research setting, target population, sample size, sampling technique, inclusion and exclusion criteria, socio-demographic variables, tool development, tool description, criterion measure, content validity, ethical considerations, pilot study, tool reliability, data collection procedure, and plan of data analysis.

Population: The term "population" is used to describe the overall number of individuals who fit the researcher's criteria, from which subjects are chosen and the results are extrapolated.

Sample and Sampling Technique: A sample is a representation of the population as a whole. Sampling involves picking a portion of the population to collect information about the issue. The data is collected using a straightforward sampling strategy. The sample is comprised of twenty-five first-years G.N.M. students.

Inclusion Criteria: Individuals with low to moderate stress levels who are open to participating in class.

Exclusion Criteria: If a student is really stressed out or absent during data collection, the results may not be accurate.

Description of the Final Tool: The two components that make up the finished tool are:

- **Tool-I:** factors related to socio-demography
- **Tool-II:** An examination of the stress levels of first-year G.N.M. students using a 20-item stress scale. The stress level is measured using a five-point rating system.

Data Collection Process: We formally request written approval from the heads of a few Sangrur district nursing colleges. The researcher meets with the head of each nursing school, introduces herself, and lays out the plan in person. The researcher finds out who the students are and what the goal of the study is before beginning data collecting. Full participation is asked from participants, and they are guaranteed that their comments will remain anonymous. The participants provide their informed permission. The participants are cooperative and engaged the whole time. All of the data is put together so that it may be analysed.

Data Analysis: Purposes and hypotheses inform data analysis. Tables and figures display the results of frequency and percentage analyses of the demographic data. Tables and figures show the results of the pre- and post-test stress levels, which are calculated using percentages, frequencies, and standard deviations. Here, we use t-tests and chi-square tests to examine the correlation between pre- and post-test stress levels and several factors.

IV. RESULTS

Table 1: Distribution of Students According to Age (in Years)

Age (years)	Control Group f (%)	Experimental Group f (%)
17–18	6 (50%)	7 (54%)
19–20	5 (42%)	5 (38%)
21 and above	1 (8%)	1 (8%)

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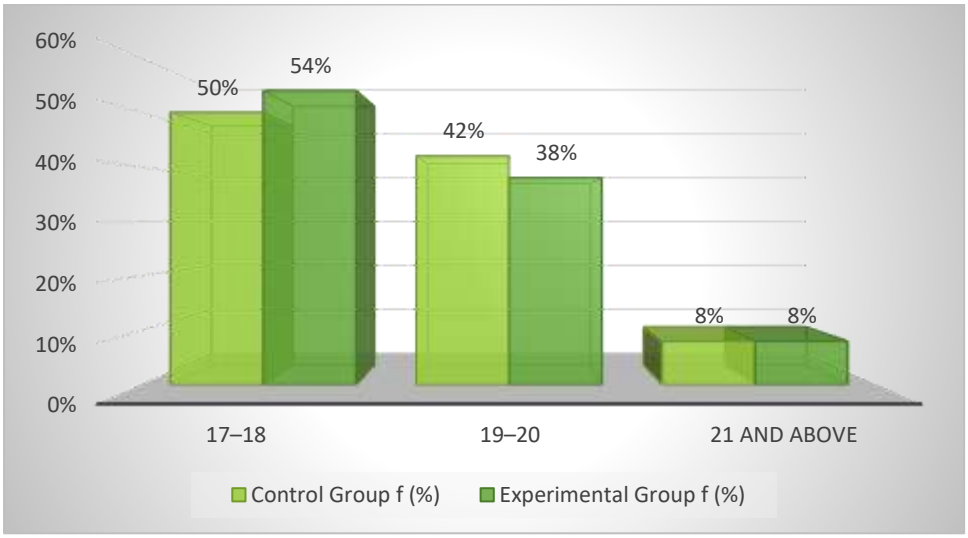

Figure 1.1: Distribution of Students According to Age (in Years)

Both the control group (50%) and the experimental group (54%), as shown in the table, mostly consist of students aged 17–18. With 42% in the control group and 38% in the experimental group being students aged 19–20, this age bracket comprises a significant section of the student body. Students aged 21 and above make up a tiny fraction of the student body (8% in both categories). The age distribution of the two groups is quite close, suggesting that the majority of participants are younger pupils.

Table 2: Distribution According to Monthly Family Income (in Rupees)

Income (₹)	Control Group f (%)	Experimental Group f (%)
5000–10000	6 (50%)	8 (62%)
10001–15000	5 (42%)	2 (15%)
15001–20000	1 (8%)	2 (15%)
20001–25000	0 (0%)	1 (8%)

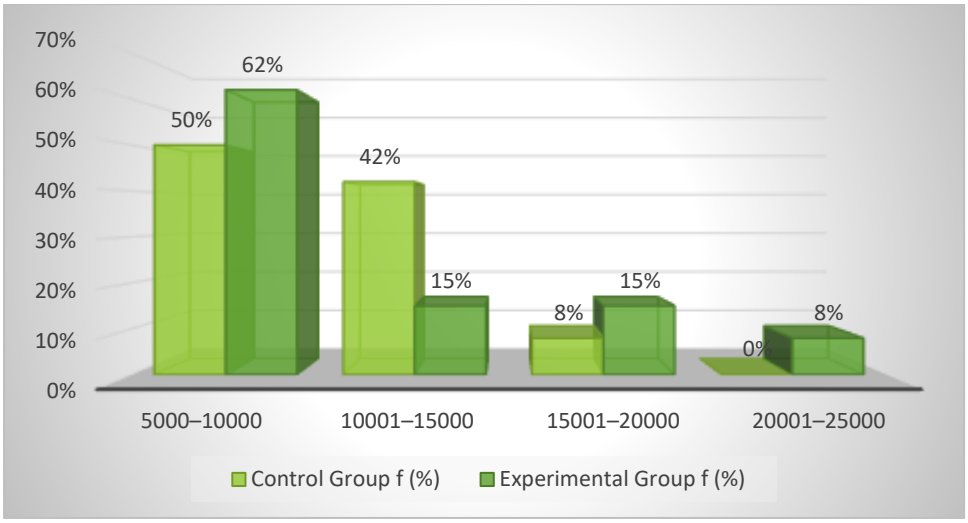

Figure 2: Distribution According to Monthly Family Income (in Rupees)

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The data in the table reveals that half of the kids in the control group and two-thirds of the students in the experimental group came from families with monthly incomes between ₹5,000 and 10,000. Whereas only 15% of students in the control group fell within the income bracket of ₹10001-15000, 42% of students in the experimental group do. Only 8% of students in the control group and 15% of students in the experimental group fall within the ₹15001-20000 income bracket. With no students in the control group and just 8% in the experimental group falling into the ₹20001-25000 income level, it is clear that this group is quite small. There is a striking similarity in the income distribution between the two groups, suggesting that the majority of students are from lower-income backgrounds.

Table 3: Pre-Test Level of Stress

Level of Stress	Experimental Group f (%)	Control Group f (%)
Severe (75–100)	7 (54%)	6 (50%)
Moderate (48–74)	6 (46%)	6 (50%)
Mild (20–47)	0 (0%)	0 (0%)

According to the data in the table, both the experimental group (54% of students) and the control group (50%) had high levels of stress before the intervention. Moderately stressed students make up half of the control group and 46% of the experimental group. Mild stress is not experienced by any of the pupils in either group. This suggests that prior to the intervention, both groups experience a comparable amount of stress during the pre-test.

Table 4: Post-Test Level of Stress

Level of Stress	Experimental Group f (%)	Control Group f (%)
Severe (75–100)	0 (0%)	8 (67%)
Moderate (48–74)	12 (92%)	4 (33%)
Mild (20–47)	1 (8%)	0 (0%)

Although 67% of students in the control group still suffer from severe stress after the intervention, 0% of students in the experimental group do not. This information is shown in the table. While only 33% of students in the control group reported significant stress, 92% of those in the experimental group did. In the experimental group, 8% of students report minor stress, but in the control group, not a single kid does. This suggests that after the intervention, the experimental group's stress levels dropped significantly, whereas the control group's levels remained relatively same.

V. CONCLUSION

Ultimately, the results of the research on the efficacy of stress management among G.N.M. first-year students demonstrate that stress is a major concern for students at this early stage of their nursing education. Academic pressure, clinical exposure, and adjusting to a new learning environment all contribute to students' stress levels. All three of these things—mental health, learning capacity, and performance—are affected by these difficulties. Consequently, dealing with stress in a methodical and encouraging way becomes crucial. Students' stress levels may be significantly reduced by the use of stress management strategies such instructional sessions, counseling, and relaxation methods. The

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results reveal that the students' stress-coping skills significantly increase after taking part in these programs. A more optimistic outlook on their studies and clinical practice is accompanied by increased focus, emotional stability, and overall attitude. The report also stresses the need to include stress management courses in nursing school curricula. It stresses the need of early intervention in assisting pupils to adapt better and develop resilience. Another important factor in lowering stress levels is having supportive faculty and a pleasant classroom atmosphere.

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