

Study to Assess Academic Stress during Online Classes in Second- and Third-Year B.Sc Nursing Students in Smt. Nagarathamma College of Nursing

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Abstract

Background: Stress can have an impact on a student's academic performance. Studies showed that college students have many obstacles to overcome in order to achieve their optimal academic performance. It takes a lot more than just studying to achieve a successful college career. Different stressors such as time management, financial problems, sleep deprivation, social activities, medium of learning, other barriers of communication, can all pose their own threat to a student's academic performance and leads to academic stress. **Method:** Descriptive exploratory survey design was used for the study. The study was conducted at Smt. Nagarathamma College of Nursing, Bengaluru. A social demographic checklist containing demographics and clinical variables were given to 50 students studying in the above-mentioned college in Bengaluru. Subjective and objective data was collected with the help of the checklist and data was analysed and results were interpreted by using descriptive and inferential statistics. **Results:** Distribution of samples reveal that the students are in the age group of 18 to 23 yrs. considering both 2nd and 3rd year students. The stress is divided into three categories: low, moderate and high. In stress, respectively 8% in 2ndyr and 58% in 3rdyr are having low stress, 66% in 2ndyr and 42% in 3rdyr have moderate stress, and lastly 25% in 2ndyr and no respondents from 3rdyr having high levels of stress. **Interpretation:** The result shows that majority of samples are having moderate stress. **Conclusion:** The following conclusions were drawn from the study: 1) Almost all the respondents had moderate levels of stress. 2) The levels of stress varied based on many variables and were aggravated during online classes.

Keywords: Assess, Stress, Online class, Student, assumption.

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1. INTRODUCTION

Stress is defined as, any type of change cause physical, emotional or psychological strain. Stress is body's response to anything that requires attention or action.

The rapid expansion of coronavirus pandemic has disrupted life of persons, states and institutional worldwide. The govt. around the world has closed all educational institutions to control spread of disease, which is creating direct impact on students, educators and institutions.

With more than billions of students away from normal school life, the crisis threatens teaching and learning processes and students' emotional health. Academic life was abruptly confined to home, and

ordinary activity of university; with its face-to-face teaching and learning substituted by online teaching and remote learning. With this scenario it's reasonable to expect university life has become even more stressful than usual. Here in, we present result of careful assessment of feelings over 300 students of 2nd and 3rd year nursing students over subsequent weeks from onset COVID-19 pandemic [1].

Review of Literature

Reddy *et al.*, (2018) in their study concludes that stream wise difference in stress does exist in students. It is important to deal with stress at personal, social and institutional level. Remedies such as feedback, yoga, life skills training, mindfulness, meditation and psychotherapy have been found useful to deal with stress. To identify the main reason of stress is the key to deal

with it. Professionals can develop tailor made strategies to deal with stress. The integrated wellbeing of the students is important not only for the individual but for the institute as well [9].

Moawad (2020) the closure of schools, universities and educational institutions across Saudi Arabia, and maintaining social distancing as a preventive and precautionary measure against COVID-19, have all changed the mode of teaching from a conventional standard system to a virtual and online framework. Such a quick and sudden shift in the educational system can cause intense stress on students. The results show that the issue with the highest percentage of stress among students is their uncertainty over the end of semester exams and 21ssessent [5].

Najmul Hasan &Yukun Bao (2020) conducted a study that confirmed that college students are suffering from psychological distress due to ineffective e-Learning systems and fear of academic year loss. This study also offers promising alternative insights relevant to the development of students' mental health [11].

2. MATERIALS AND METHOD

Research methodology chapter deals with definition of methodology and different steps undertaken for gathering and organizing data for investigation. It includes research approach, research design, variables under study, setting of study, population and sample, sampling technique, criteria for sample selection, and description of tool, data collection process and plan for data analysis.

METHODS

Descriptive exploratory survey design was used for study. The study was conducted at Smt. Nagarathamma College of Nursing, Bengaluru. A social demographic checklist containing demographics and clinical variables were given to 50 students studying in above-mentioned college in Bengaluru. Subjective and objective data was collected with help of checklist and data was analysed and results were interpreted using descriptive and inferential statistics.

Research Approach

Selection of research approach is basic procedure for conduction of research inquiry. Research approach helps researcher to determine what data need to collect and how to analyze. It also suggests possible conclusions to be drawn from data.

View of nature of problem and study to accomplish objectives of study, descriptive survey approach was considered as appropriate. Descriptive research studies are designed to obtain pertinent and precise information concerning current status of phenomena, whenever possible to draw valid general conclusions from facts observed. Main objective of study was to assess academic stress among 2nd and 3rd year

BSc Nursing students in selected nursing college at Bengaluru.

Research Design

Descriptive exploratory design is a non-experimental sample survey method to collect data from natural setting directly from respondents by some systematic technique to explore existence of known phenomena and to describe it. Research design selected for study is descriptive exploratory survey design. It is carried out for providing accurate outcome of stress and coping among 2nd and 3rd year B.Sc. nursing students.

Setting

The setting refers to area where study is conducted. The setting of this research study is Smt. Nagarathamma College of Nursing, Bengaluru. This setting is selected because of availability of samples, feasibility of conducting study and for ethical clearance.

Population

Polit and Hungler (2004), referred to population as entire set of individuals or subjects having common characteristics, sometimes referred to as universe. Population is total number of people who meet criteria that researcher has established for study, from whom subject will be selected and to whom findings will be generalized.

The population in study included 2nd and 3rd year BSc nursing students of selected college in Bengaluru and who were available at time of data collection.

Sample and Sampling Technique

Sampling refers to process of selecting a portion of population for purpose of study based on available of B.sc nursing students.

The investigator in this study uses convenient random sampling technique. Sample of study comprised of 50 2nd year and 3rd year students.

Data Collection Instruments

And instrument in research refers to the tool or equipment used collecting data or it may take form of questionnaire, an interview schedule or projective device for eliciting information.

A stress response checklist was used as self-administered knowledge questionnaire to collect data regarding academic stress during online classes among 2nd year and 3rd year B.Sc. nursing students in selected nursing college in Bengaluru.

Description of the tool

Research tool for study was stress response checklist in form of self-administered knowledge questionnaire. It comprised of two parts.

Part-I Demographic Variables

Part-II Stress Response Checklist Demographic variables:

- **Parents' occupation Stress Response Checklist:**
This was completed from various tools like depression anxiety scale (DAS) (Costello & Comrey, 1967) & the personalized stress inventory (PSI) (Forman

& Myers, 1987). It comprises of 36 items representing the somatic, behavioral, emotional and cognitive symptoms of a stress. It utilized a 5-point rating scale. The range of the total score is 0 to 144, higher score indicates more stress.

1.1 Tables

Table 1: Classification of respondents on stress level of selected college (3rd year)

Stress Level	Category	Respondents	
		No. of Students	Percentage
LOW	0-48	15	58
MODERATE	48-96	11	42
HIGH	96-144	0	0
TOTAL		26	100

Table 2: Classification of respondents on stress level of selected college (2nd year)

Stress Level	Category	Respondents	
		No. of Students	Percentage
LOW	0-48	2	8%
MODERATE	48-96	16	66%
HIGH	96-144	6	25%
TOTAL		24	100%

Table 3: Mean stress scores of respondents of selected college (3rd year)

No.	Aspects	Statement	Max. Score	Respondents			
				Mean	SD	Mean%	SD%
1	Stress	36	144	44.3	6.73	30.7	4.6

Median= 44.04
Median %= 30.5%

Table 4: Mean stress scores of respondents of selected college (2nd year)

No.	Aspects	Statement	Max. Score	Respondents			
				Mean	SD	Mean%	SD%
1	STRESS	36	144	80	14.14	55.5	9.8

Median= 68
Median %= 47%

1.2 Figures and Graphics
Smoking or Using Drugs

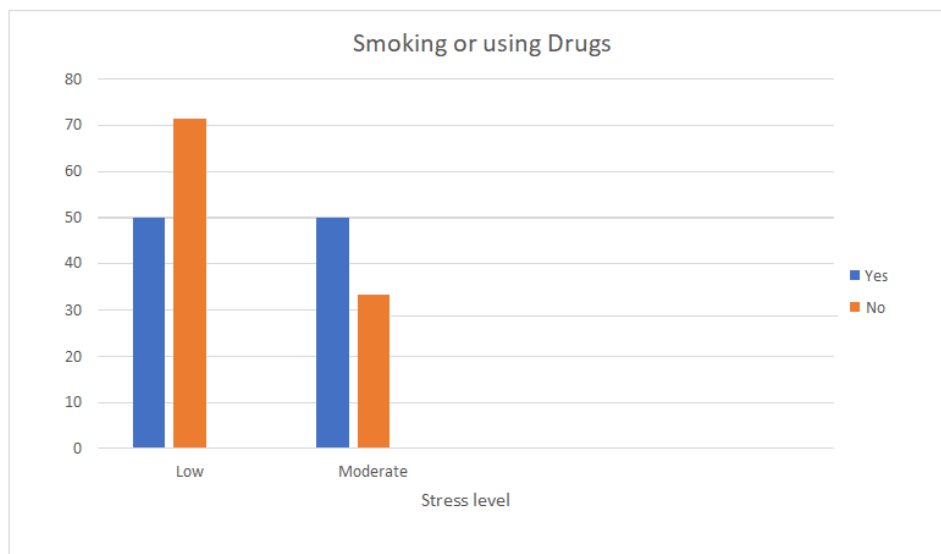


Figure 1: The bar diagram classification of respondents who smokes or use drugs

INTERPRETATION

Above chart depicts classification of respondents who smokes or use drugs. Above mentioned data shows 50% students who smokes and 71.4 % who do not smoke are among the low-level stress category.

Similarly, 50% students who smokes and 33.3% who do not smoke are among the moderate level stress category.

CURRENT EDUCATION QUALITY

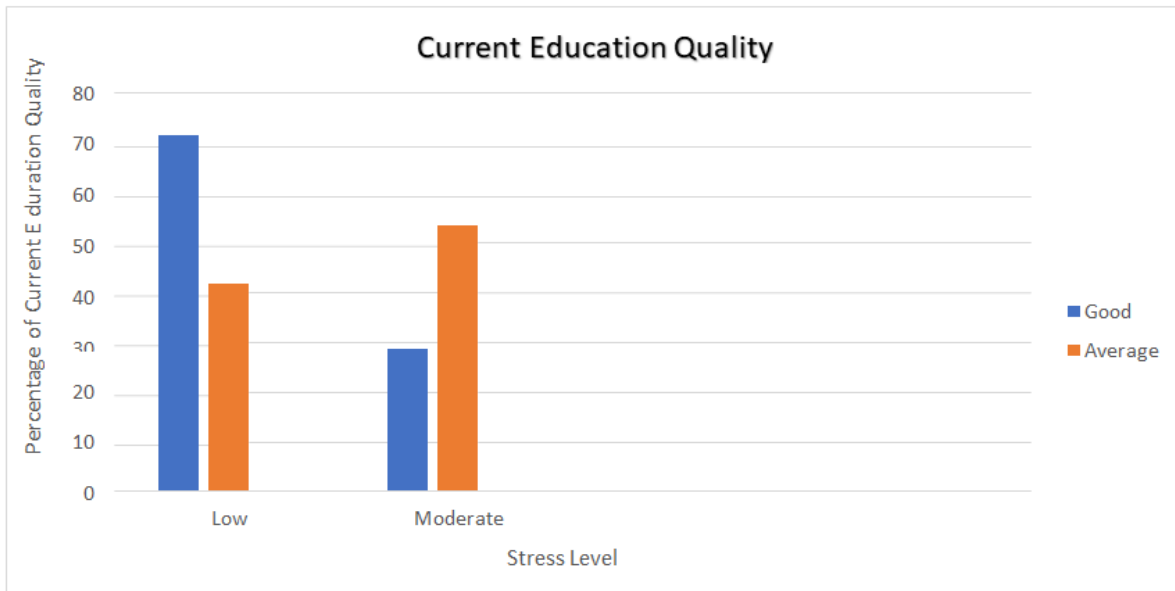


Figure 2: The bar diagram the classification of respondents on their current education quality.

INTERPRETATION:

Above chart depicts the classification of respondents on their current education quality. Above mentioned data shows, 71.4% students have good quality of education and remaining 41.7% have average quality of education are among the low-level stress category.

Similarly, 28.6 % students have good quality of education and remaining 58.35 have average quality of education are among the moderate level of stress category.

MEAN, MEDIAN, STANDARD DEVIATION

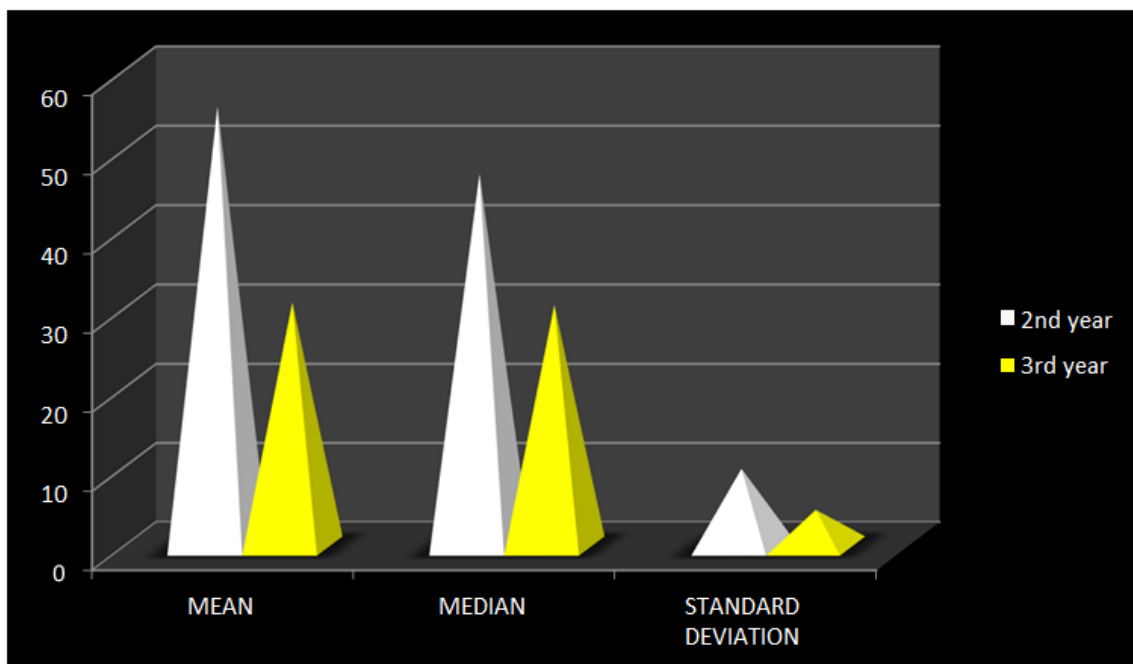


Figure 3: The cone diagram shows comparison between the Mean score, Median and standard Deviation between 2nd and 3rd year BSC Nursing Students

INTERPRETATION:

The above figure shows comparison between the Mean score, Median and standard Deviation between 2nd and 3rd year BSC Nursing Students.

The mean percentage for 3rd year stands at 30.7% and that of 2nd year stands at 55.5%. The Median Percentage of 3rd year is 30.5% and that of 2nd year is 47%. Similarly, the Standard Deviation Percentage for 3rd year is 4.6% and that of 2nd year is 9.8%.

3. RESULTS AND DISCUSSION

Distribution of samples reveal that students are in age group 18 to 23yrs. considering both 2nd and 3rd year students. The stress is divided into three categories: low, moderate and high. In stress, respectively 8% in 2ndyr and 58% in 3rdyr are having low stress, 66% in 2nd yrs. and 42% in 3rd yrs. have moderate stress, and lastly 25% in 2nd yrs. and no respondents from 3rdyr having high levels of stress.

Interpretation

The result shows that majority of samples are having moderate stress.

Section: I

Demographic characteristics to the sample:

- Distribution of sample according to age revealed that 42% in 2nd year & 4% in 3rd year students respectively belong to age group 18-19 years, 50% in 2nd year & 68% in 3rd year students belong to age group 20-21 years, and lastly 8% in 2nd year & 38% in 3rd year students belong to age group 22-23 years.
- Distribution of samples in relation to gender revealed that around 42% in 2nd year students & 42% in 3rd year students are male students. Remaining 58% in 2nd year & 58% in 3rd year are female students.
- Distribution of samples according to religion revealed that 64% of 2nd year students & 64% of 3rd year students from Hindu community, 42% of 2nd year & 19% of 3rd year students from Muslim community and rest 4% of 2nd year & 27% of 3rd year are of other religion.
- Distribution of samples according to mother tongue revealed that 20% of 2nd year & 0% of 3rd year students' mother tongue is Kannada. 79% of 2nd year & 10% of 3rd year students have other languages as mother tongue.
- Distribution of samples according to nature of living revealed that 29% of 2nd year & 23% of 3rd year students belong to Joint family. And the rest 70% of 2nd year & 77% of 3rd year students belong to nuclear family.
- Distribution of samples according to location revealed that 67% of 2nd year & 73% of 3rd year students are from urban areas. The remaining 33% of 2nd year & 27% of 3rd year students are from rural areas.
- Distribution of samples according to earning members of family revealed 46% of 2nd year & 50% of 3rd year students have only one earning member in their family. 42% of 2nd year & 42% of 3rd year students have two earning members in their family. 13% of 2nd year & 8% of 3rd year students have three or more earning members in the family.
- Distribution of samples according to dependent members in the family revealed 17% of 2nd year & 0% of 3rd year students have one dependent member. 38% of 2nd year & 38% of 3rd year students have two dependent members in their family. 4% of 2nd year & 31% of 3rd year students have three dependent members in the family. 42% of 2nd year & 31% of 3rd year students have four or more dependent members in their families.
- Distribution of samples according to the total number of family members revealed that 25% of 2nd year & 8% of 3rd year students have 2-3 members in their family. 33% of 2nd year & 73% of 3rd year students have 4-5 family members. 42% of 2nd year & 19% of 3rd year students have other number of family members.
- Distribution of sample according to the way of stay revealed that 20% of 2nd year & 0% of 3rd year students are staying with family. 70% of 2nd year & 77% of 3rd year students have been staying with friends.
- Distribution of samples according to occupation of father revealed that 16.66% of 2nd year & 23% of 3rd year student's fathers working government jobs. 33.33% of 2nd year & 23% of 3rd year have fathers working in private sectors. 41.6% of 2nd year & 46% of 3rd year students have businessman fathers. 8% of 2nd year & 7.69% of 3rd year students have retired fathers.
- Distribution of samples according to occupation of mother revealed 8% of 2nd year & 7.69% of 3rd year students have mothers working as government employee. 8% of 2nd year 15% of 3rd year students have mothers working private jobs. 41.6% of 2nd year & 73% of 3rd year students have housewife mothers. 71.6% of 2nd year & 30% of 3rd year students have retired employee mothers.
- In relation to parental education, it is revealed that 50% of 2nd year & 26% of 3rd year students' fathers are the only educated parent. 50% of 2nd year & 73% of 3rd year students' both parents are educated.
- Distribution of samples according to birth order reveals that 62.5% of 2nd year & 73.8% of 3rd year students are the eldest child in the family. 23% of 2nd year & 23% of 3rd year students are the middle child. 12.5% of 2nd year & 23% of 3rd year students are the youngest child.
- In relation to attendance in school, 75% of 2nd

year & 53.8 % of 3rd year students were regular in school.

- Distribution of sample related to the current education quality it is revealed that 58 % of 2nd year & 53.8 % of 3rd year students have good education quality. 41.6% of 2nd year & 46% of 3rd year students have average education quality.
- In relation to habits like smoking or using drugs, 20 % of 2nd year & 53.8 % of 3rd year students do not have these habits. And the rest 79% of 2nd year & 46 % of 3rd year have these habits.

Section: II

1. Level of stress among 2nd year BSc nursing students:

The stress is divided into three categories: low, moderate, high. In this the mean was respectively. Similarly, the SD was ... respectively. Respectively % of the collected data are having low stress, % have moderate stress and % are highly stressed.

2. Level of stress among 3rd year BSc nursing students:

The stress is divided into three categories: low, moderate and high. In this the mean was ... respectively. Similarly, the SD was respectively. Respectively % of the collected data are having low stress, % have moderate stress and % have high stress.

Section: III

1. To find out an association between demographic variables and stress level of 2nd year BSc nursing students:

- In this study it is found that age group, religion, number of members in the family, earning members, nature of family, occupation of father and mother, birth order, current education, smoking or drugs, mother tongue, family background, parental education, regularity in school were associated with level of stress.

2. To find out an association between demographic variables and stress level of 3rd year BSc nursing students:

- In study found that age group, sex, religion, number of members in the family, earning members, nature of family, occupation of father and mother, birth order, current education quality, smoking or drugs were associated with level of stress.
- In study it is found that mother tongue, family background, location, parental education, regularity in school were not associated with level of stress.

4. CONCLUSION

The following conclusions were drawn from study:

- Almost all respondents had moderate levels of stress.
- The levels of stress varied based on many variables and were aggravated during online

classes.

In present study investigator intended to assist academic stressed during online classes among 2nd year and third year BSc nursing students in selected private college of Bangalore with a view to develop a general awareness regarding stress and its side effects along with healthy coping mechanisms to be adopted when dealing with this problem.

Following conclusions were drawn based on findings of study:

1. Majority 2nd year B.Sc. nursing (66%) have moderate stress level & majority 3rd year BSc nursing (58%) have low stress levels.
2. No student (0%) of 3rd year BSc nursing had high stress levels where as considerable portion (25%) 2nd year BSc nursing had high stress levels.

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Ethical Clearance: We Received Ethical Clearance from the institution

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