



Assessment of Stress Levels and Self-Management Techniques Among Nursing Students in Selected Colleges

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Abstract

Background: High levels of stress are often experienced by nursing students as a result of personal issues, clinical obligations, and academic pressures. Maintaining their academic performance and emotional health requires the use of effective self-management strategies.

Methodology: A descriptive cross-sectional study was conducted among 200 nursing students selected through purposive sampling. Data were collected using the Perceived Stress Scale (PSS) and a structured self-management techniques checklist. Descriptive and inferential statistics were used for data analysis.

Results: The majority of students (52%) had moderate stress, 25% had poor (high) stress, and 23% had good (low) stress levels. Regarding self-management techniques, most students practiced basic methods such as listening to music and talking to friends, while fewer adopted structured techniques like meditation and time management.

Conclusion: A considerable proportion of nursing students experience moderate to high stress levels, and there is a need to promote effective self-management strategies.

Keywords: Stress, Self-management, nursing students, Coping strategies, Assessment

INTRODUCTION

Stress is a common psychological response to demanding situations that challenge an individual's coping abilities¹. Nursing students are particularly vulnerable to stress due to the dual burden of academic and clinical responsibilities².

High stress levels among nursing students can lead to anxiety, depression, poor academic performance, and decreased quality of patient care³. Therefore, it is essential to assess stress levels and identify effective self-management techniques.

Self-management techniques refer to strategies used by individuals to control stress and maintain well-being, such as relaxation, time management, physical activity, and social support^{4,5}.

Understanding the stress levels and coping mechanisms among nursing students will help educators design appropriate interventions to

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improve their mental health and academic outcomes^{6,7}.

University students have a very high prevalence of sleep disorders. Specifically, healthcare students are more likely to experience the symptoms of sleep disturbances⁸.

OBJECTIVES

1. To assess the level of stress among nursing students
2. To identify self-management techniques used by nursing students
3. To find the association between stress levels and selected demographic variables

HYPOTHESES

H₀: There is no significant association between stress levels and selected demographic variables

H₁: There is a significant association between stress levels and selected demographic variables

METHODOLOGY

Research Approach

Quantitative research approach

Research Design

Descriptive cross-sectional design

Setting

Selected nursing colleges

Population

All nursing students

Sample

Nursing students available during data collection

Sample Size

200 nursing students

Sampling Technique

Purposive sampling

Inclusion Criteria

- Nursing students willing to participate
- Present during data collection

Exclusion Criteria

- Students with diagnosed psychiatric illness
- Students absent during data collection

Tool for Data Collection

Section A: Demographic variables (age, gender, year of study, residence, etc.)

Section B: Perceived Stress Scale (PSS)

Section C: Self-Management Techniques Checklist

Data Collection Procedure

- Permission obtained from college authorities
- Informed consent taken from participants
- Data collected using structured questionnaire

Data Analysis

- Descriptive statistics: Frequency, percentage, mean, SD
- Inferential statistics: Chi-square test

RESULTS

The collected data were analyzed and organized according to the objectives of the study using descriptive and inferential statistics. The findings are presented in the following tables.

Table 1: Level of Stress Among Nursing Students (N = 200)

| Stress Level | Frequency | Percentage |
|--------------------|-----------|------------|
| Poor (High Stress) | 50 | 25% |
| Moderate | 104 | 52% |
| Good (Low Stress) | 46 | 23% |

Interpretation: The majority (52%) of nursing students had moderate stress levels.

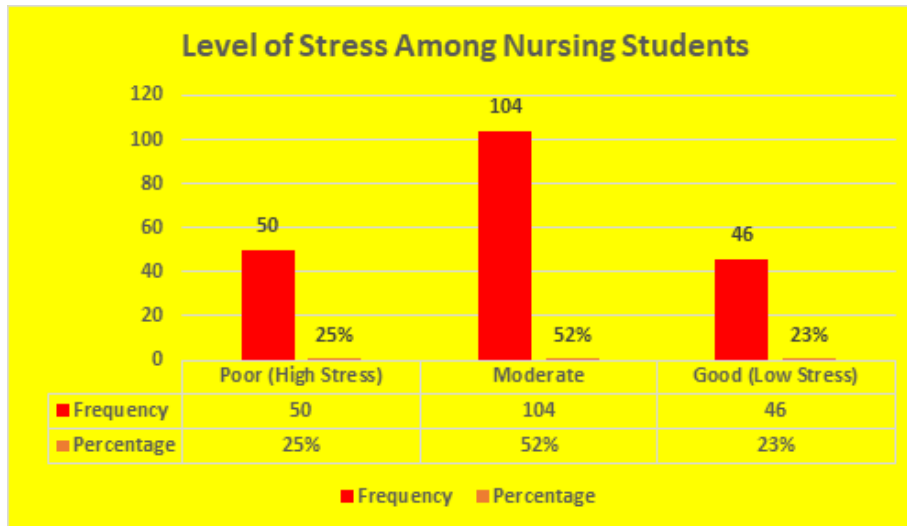


Figure 01: Level of Stress Among Nursing Students

Table 2: Self-Management Techniques Used by Students

| Techniques | Frequency | Percentage |
|--------------------|-----------|------------|
| Listening to music | 150 | 75% |
| Talking to friends | 132 | 66% |
| Physical exercise | 90 | 45% |
| Meditation/Yoga | 60 | 30% |
| Time management | 70 | 35% |

Interpretation: Most students relied on informal coping methods, while fewer used structured techniques.

Table 3: Association Between Stress Level and Year of Study

| Year of Study | Poor | Moderate | Good | | p-value |
|---------------|------|----------|------|------|---------|
| 1st Year | 18 | 30 | 12 | 6.12 | <0.05 |
| 2nd Year | 16 | 38 | 10 | | |
| 3rd Year | 10 | 22 | 14 | | |
| 4th Year | 6 | 14 | 10 | | |

Interpretation: There is a significant association between stress level and year of study.

DISCUSSION

In line with other research, the study found that most nursing students had moderate levels of stress. This stress may be exacerbated by clinical exposure and academic pressure.

Most students used simple coping mechanisms such as music and social interaction, while fewer practiced structured stress management techniques like meditation.

The strong correlation between stress and year of study indicates that stress levels are influenced by academic advancement.

CONCLUSION

According to the study's findings, nursing students mostly employ informal self-management strategies and endure moderate levels of stress. Promoting efficient and organized coping mechanisms is necessary.

RECOMMENDATIONS

- Implement stress-reduction initiatives in universities
- Promote relaxation and mindfulness practices
- Incorporate stress management into nursing education.

- Additional research using bigger sample sizes

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Nil

CONFLICT OF INTEREST: None

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