

# A Comparative Study To Assess The Stress-Related Problems And Reactions of M.Sc. Nursing And Non-Nursing P.G. Students: A Prospective Study

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## Abstract

### A. Aim:

*In recent years, there is an increasing concern about the stresses involved in nursing training. Nursing educators need to know the occurrence of physical distress and psychological well-being among nursing students. The present study aimed to do a comparative study to assess the stress-related problems and reactions of M.Sc. Nursing and Non-Nursing - P.G. students in a nursing college located in North India. It is a unique study that is not conducted to compare in this part of the world to compare and observed physical and psychological stress between Nursing and non-Nursing post-graduate students in Northern India.*

### B. Materials and Methods:

*A comparative study to assess the stress-related problem and stress reactions of M.Sc. Nursing (32 students) and Non-Nursing P.G. students (32) in a selected University of Delhi to develop and disseminate guidelines to cope with study-related stress was undertaken at Ruffaida College of Nursing, Jamia Hamdard, Delhi.*

### C. Results:

*Majority of M.Sc. Nursing students, i.e., 6 (18.75%) had a mild degree of stress, 18 (56.25%) had a moderate degree of stress, and 8(25%) had a severe degree of stress. Among Non-Nursing P.G. students, 8(25%) had a mild degree of stress, 21(65.625%) had a moderate degree of stress, and 3(9.375%) had a severe degree of stress.*

**D. Conclusion:** *The data of the present study point out that nursing students experienced higher levels of stress. Hence, the authorities need to take measures, such as creating a congenial environment to reduce stress among the nursing students.*

**Keywords:** *Nursing college, stress, P.G. students*

## I. INTRODUCTION

Stress has become such an indivisible part of modern life that we have almost forgotten what it is like to live without it. Stress is neither inherently good nor bad. Stress can be helpful when it facilitates stimulation and alertness and contributes to personal growth, but it can be the source of physical and psychological illness when prolonged and excessive. Stress-related problems are a greater threat to the students' health and well-being than ever before. Nursing is a profession with a high degree of stress. Mental health is as important as physical health if the nurse is to meet her responsibilities. Social, political, economic, and technological developments influence nursing practice. The nurse is exposed to various stresses in her day-to-day life, which imposes a demand upon her to activate mental apparatus.

Stress is part of the human lifestyle. It can push a person to obtain results, but on the other hand, non-stop stress can affect performance also.[1] It is a well-known fact that students are under various kinds of stressors, such as the pressure of academics with a compulsion to succeed, an unsure future, and difficulties of integrating into the system.[2]

The World Health Organization (WHO) has revealed that stress-related disorders will be one of the major causes of disability in the future.[3] Stress has been identified as a twentieth-century disease and has been viewed as either wear or tear that human bodies are going through such adjustment to continuously change environment[4] Nursing schools are now considered a stressful environment that often exerts a negative effect on the students' academic performance and psychological wellbeing of the students. [5] Studies from the United Kingdom and India have reported rising levels of stress among nursing students.[6,7,8]

Nursing educators need to know the occurrence of physical distress and psychological wellbeing among nursing



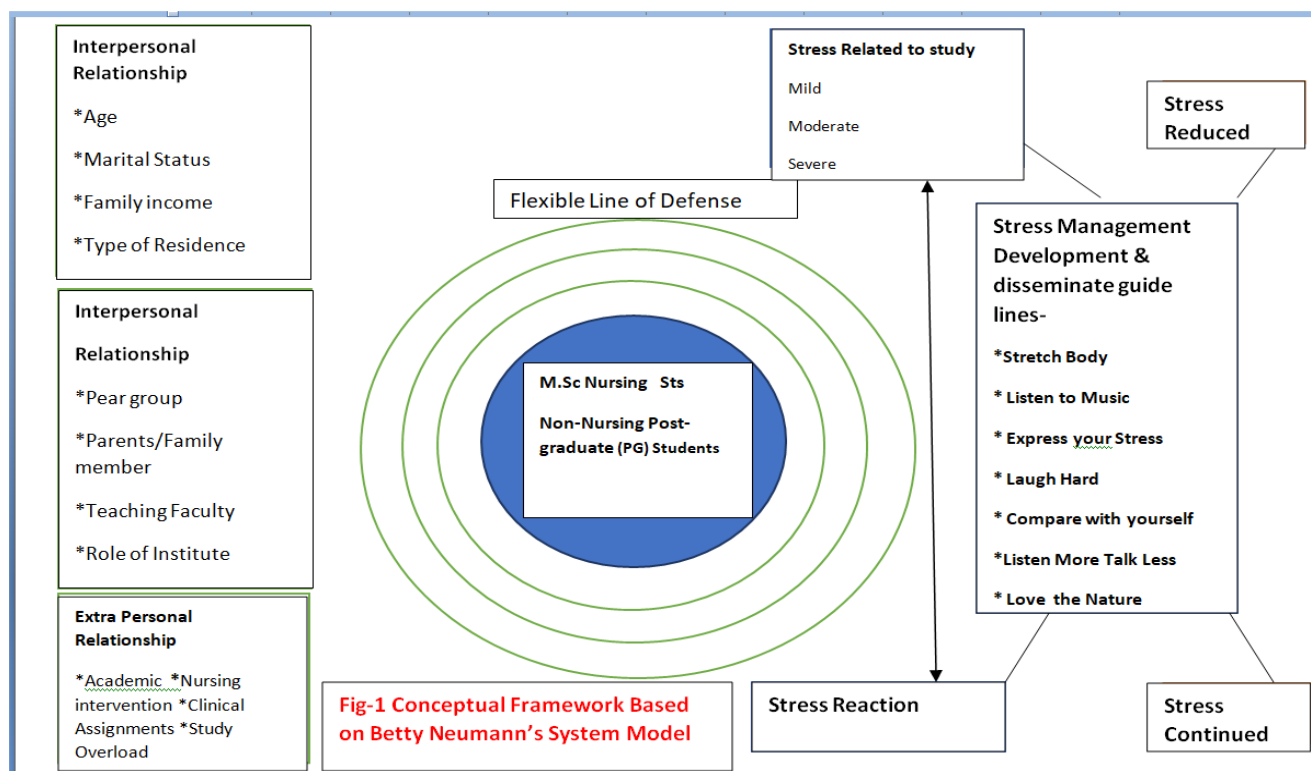
students. As psychological disorders are considered to be among the top four leading causes of disability in the future. This is a unique comparative study carried out to assess the stress-related problems and reactions of M.Sc. Nursing (32 students) and Non-Nursing P.G. students (32) in a selected University of Delhi to develop and disseminate guidelines for coping with the stress-related study was undertaken at Rufaida College of Nursing, Jamia Hamdard, Delhi.

## II. MATERIAL & METHOD

The objectives of the study were to:

1. Assess the physical & psychological stress-related problems among M.Sc. Nursing and Non-Nursing P.G. students;
2. Assess the stress reactions in M.Sc. Nursing and Non-Nursing P.G. students;
3. Develop and disseminate guidelines among M.Sc. Nursing and Non-Nursing P.G. students.

The conceptual framework adopted for the study was based on **Betty Neuman's System Model**.



A survey approach with a comparative descriptive research design was used for the study. The study was conducted in a selected university in Delhi. The population of the study consisted of M.Sc. Nursing and Non-Nursing P.G. students. The total enumeration technique was used for selecting 32 M.Sc. Nursing students and random sampling techniques were used for selecting 32 Non-Nursing P.G. students of a selected University in Delhi. The sample comprised of 64 M.Sc. Nursing and Non-Nursing P.G. students. The tools used were a structured questionnaire, and the method for data collection was paper and pencil. Guidelines were developed and disseminated for coping with stress related to studies for the students.

The content validity of the tool and guidelines was established by seven experts from the field of Psychiatry, Psychology, Nursing Education and Nursing Administration. The tool's reliability was established by using Cronbach's Alpha Formula and was found to be reliable. The collected data were analyzed and interpreted

using both descriptive and inferential statistics in terms of frequency, percentage, mean, standard deviation, standard error, rank order, and the 't's value

### A. Demographic Data: Data was calculated

1. Age
2. Marital Status
3. Family Income
4. Type of Residence

### B. Various questionnaires were prepared as follow:

For the present study, the data collection technique used was a self-administered structured questionnaire and rating scale. Keeping in mind the theoretical framework and the objectives of the study, the following instruments were developed in order to generate the data:

Structured questionnaire to assess:

- Personal data.
- Degree of stress related to studies.

- Stress reactions.  
Guidelines were developed to cope with stress related to studies and disseminated among students.

1. Stress Assessment Questionnaire to study
2. Stress Reactions (Physical & Psychological) Assessment Questionnaire

The data presented here indicate that:

1. Among M. Sc. Nursing students, 13(40.62%) belonged to the 20-25 years of age group, 8(25%) belonged to 26-30 years of age, 2(6.25%) belonged to the age group of 31-35 years and 30-40 years, whereas 7(21.87%) belonged to the age group of 40 years and above. Among Non-Nursing (P.G.) students, the majority, that is, 24(75%) of students belonged to 20-25 years of age group, 8(25%) belonged to 26-30 years of age, and interestingly there were no students in the age above 30 years.

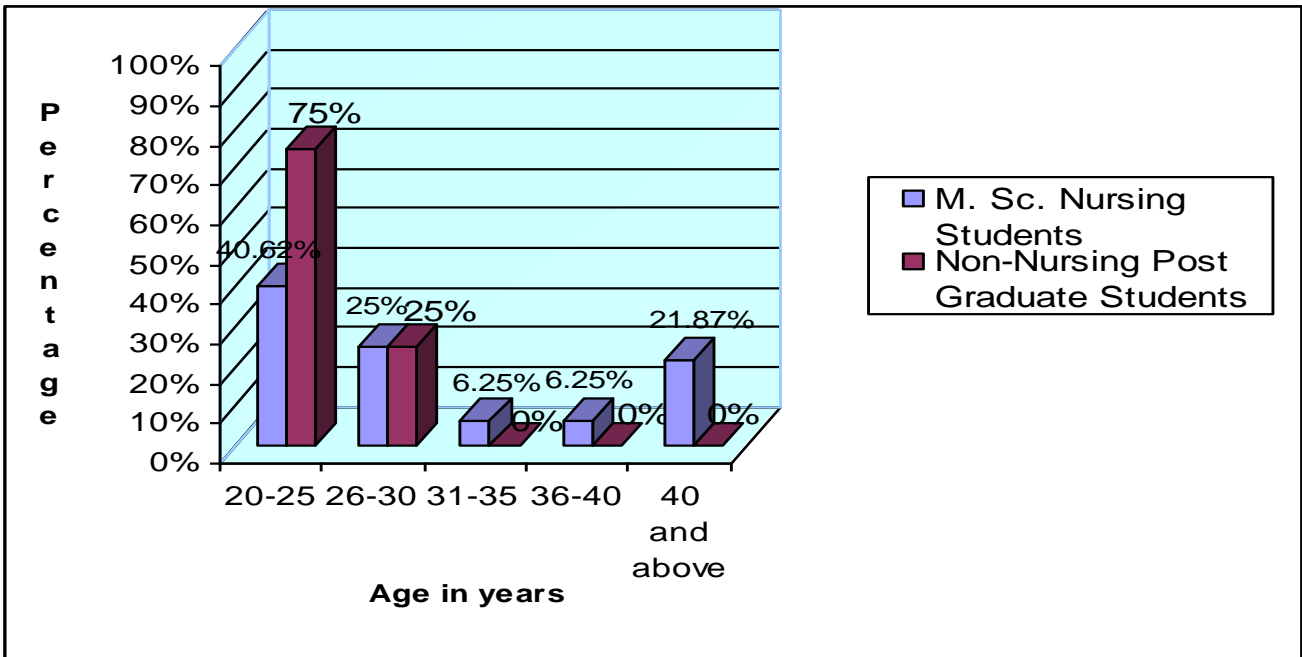


Figure 2: Bar Graph Showing Distribution of M. Sc. Nursing and Non-Nursing (P.G.) Students as per their age

2. As far as marital status is concerned, more than half of nursing students, i.e., 17(53.12%), were single, whereas 15(46.87%) were married. In Non-Nursing (P.G.) students, 29(90.62%) students were single or unmarried, and only 3(9.37%) were married.

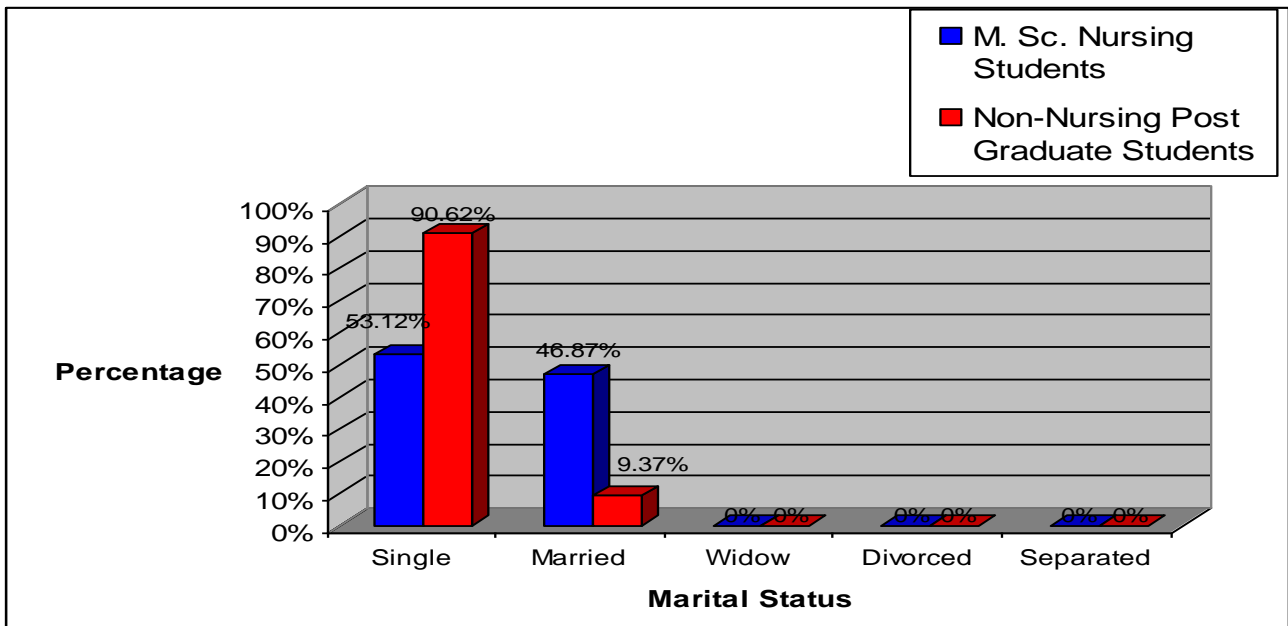


Figure 3: Bar Graph Showing Distribution of M. Sc. Nursing and Non-Nursing (P.G.) students as per their marital status

3. Regarding family monthly income, 24(75%) of M. Sc. Nursing students had their monthly family income above ₹ 20,001, and above. 5(15.62%) had their family income in the range of ₹ 10,001 to ₹ 20,000, while only 3 (9.37%) had family income from ₹ 5,001 to ₹ 10,000. No student in the M.Sc. nursing group had her family monthly income less than ₹ 5000/-. Among the Non-Nursing (PG) students, 18(56.25%) of students had their family income above ₹ 20,001, 8 (25%) had their family income in the range of Rs10,001 to ₹ 20,000, 2(6.25%) between ₹ 5001 to ₹ 10,000 and 4(12.5%) had their family income less than ₹ 5,000.

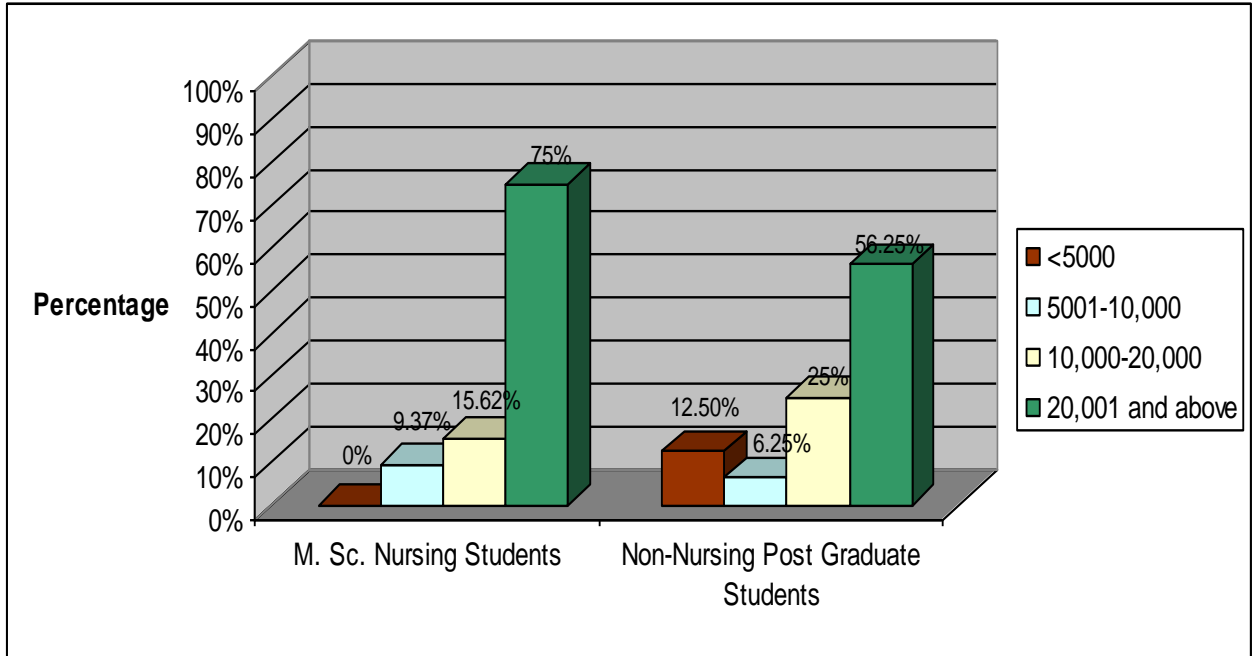


Figure 4: Bar Graph Showing Distribution of M.Sc. Nursing and Non-Nursing (P.G.) students as per their monthly family income

4. Regarding the type of residents of M. Sc. Nursing and Non-Nursing (P.G.) students, 19(59.37%) M. Sc. Nursing and 14(43.75%) Non-Nursing (P.G.) students had hostel accommodation, and 10 (31.25%) M. Sc. Nursing students and 12 (37.5%) Non-Nursing (P.G.) students were living at home, whereas 3(9.37%) M. Sc. Nursing students and 6(18.75%) Non-Nursing (P.G.) students were living away from home such as paying guest accommodation, shared or rented accommodation.

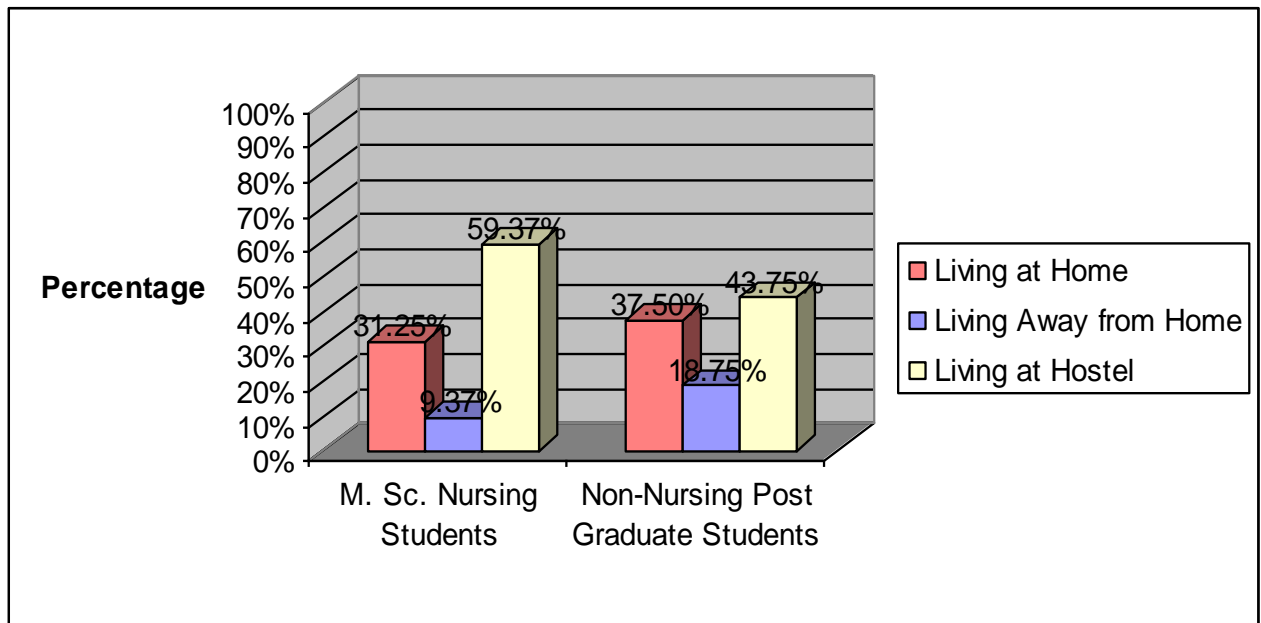


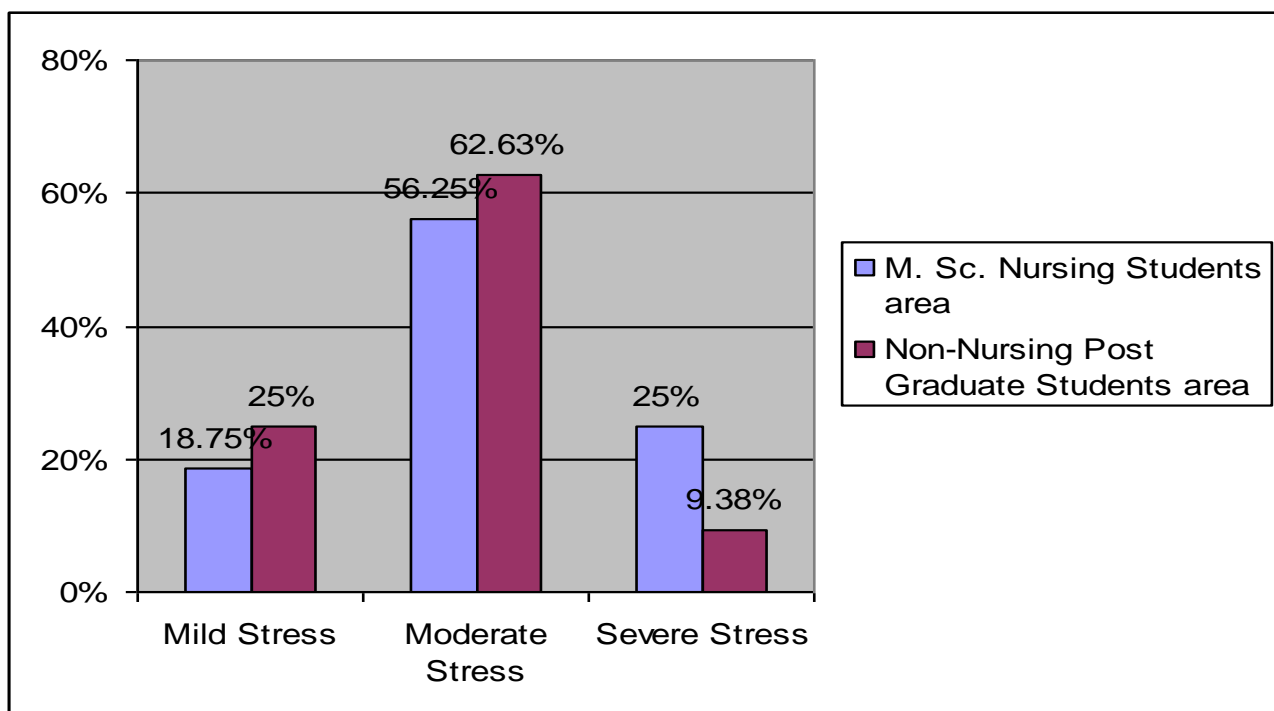
Figure 5: Bar Graph Showing Distribution of M.Sc. Nursing and Non-Nursing (P.G.) students as per their residential status

Data given in table 1 reveals that among M.Sc. nursing, the scores about the degree of stress ranged from 16-70, whereas in non-nursing P.G. students, the scores ranged from 6-62. The mean score for the degree of stress among Msc Nursing was 39.218; the median was 35, and the standard deviation was 14.32. Among Non-Nursing P.G. students, the mean score for the degree of stress was 32.03, the median was 33, and the standard deviation was 12.48.

**Table 1-Range, Mean, Median and Standard Deviation of scores of Degree of Stress Related to Studies in M. Sc. Nursing and Non-Nursing Post-Graduate (PG) Students Area**

**n1 + n2 = 64**

Group	Range of Scores	Mean	Median	SD
M. Sc. Nursing Students (n1 =32)	16-70	39.218	35	14.32
Non-Nursing (P.G.) Students (n2=32)	6-62	32.03	33	12.48



**Figure 6: Bar Graph showing Percentage Distribution of Stress-Related problems**

Data tabulated in Table-2 shows the mean score of M. Sc. Nursing students was (39.21). The mean score of Non-Nursing P.G. students was (32.03), which was statistically significant as evident from the 't' value of 2.003 against the table value is 2.03 for the degree of freedom (df) 31 at 0.05 level of significance. The high mean score of the M. Sc. Nursing students showed a high degree of stress related to studies compared to that of the mean of Non-Nursing P.G. students' scores. It indicates that stress related to studies was more stress in M.Sc. Nursing students than Non-Nursing P.G. students.

**Table-2 Among M. Sc. Nursing and Non-Nursing (P.G.) students Mean, Mean Difference, Standard Error and ‘t’ Value Showing the Significance of Differences of Scores of Stress Related to Studies**

n1 +n2= 64

Group	n	Mean	Mean D	S.E.	‘t’ Value
M. Sc. Nursing students	n1 =32	39.21	7.18	3.58	2.003*
Non-Nursing P.G. students	n2 =32	32.03			

\*Significant at .05 level of significance

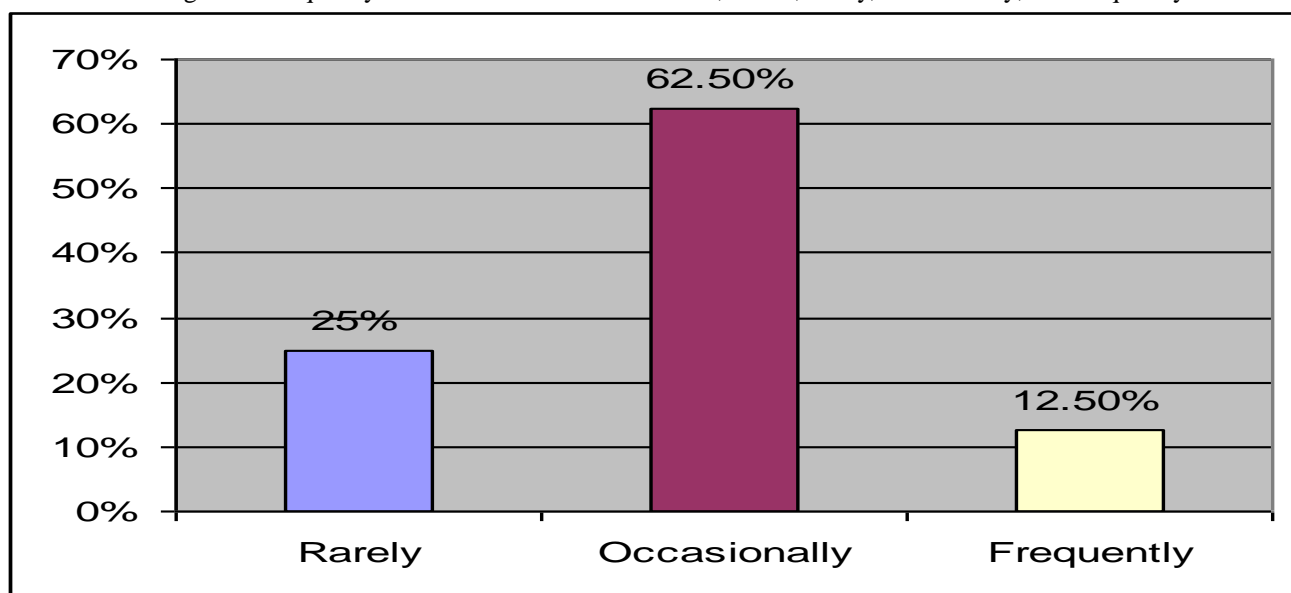
Data given in Table-3 shows the mean, median, frequency, and percentage of stress reaction scores. The findings revealed that out of 64 subjects, 40 (62.5%) M. Sc. Nursing Students and Non-Nursing (P.G.) 16 of them (25%) experienced stress reactions rarely, with a mean of 27.33 and median of 27.50 whereas 8 (12.5%) experienced stress reactions frequently with a mean of 109.28 and median of 114. Students occasionally experienced stress reactions with a mean of 58.47 and a median of 58.

**Table-3 Mean, Median, Frequency, and Percentage Distribution of Stress Reactions of M. Sc. Nursing and Non-Nursing (P.G.) Students. According to the Frequency of Occurrence**

n1 +n2= 64

Frequency of Stress	Mean	Median	Frequency	Percentage
Rarely (4-46)	27.33	27.50	16	25
Occasionally (47-92)	58.47	58	40	62.5
Frequently (93-138)	109.28	114	8	12.5

The Bar Graph in the Figure also shows the percentage distribution of M.Sc. Nursing Students and Non-Nursing (PG) Students according to the frequency of occurrence of stress reaction, that is, rarely, occasionally, and frequently.



**Figure 7: Bar Graph showing the percentage distribution of M. Sc. Nursing and Non-Nursing (P.G.) Students Stress Reactions According to the Frequency of Occurrence**

Data given in Table 4 reveals that as far as stress reactions among M. Sc. Nursing students are concerned, the most frequently occurring physical stress reactions among M.Sc Nursing students were: (i) experiencing perspiration; (ii) suffering from headaches/heaviness of head; (iii) experiencing palpitations; (iv) having a sick feeling in the stomach and (v) disturbed sleep.

The least occurring physical stress reactions among M. Sc. Nursing students were: (i) feeling muscle tension and pain; (ii) feeling tightness in the chest; (iii) feeling giddiness/faintness; (iv) experiencing shortness of breath; and (v) overeating.

**Table 4: Comparison of Stress Reactions Scores and Rank Order of Five Most Frequent physical Stress Reactions of M. Sc. Nursing Students and Non-Nursing (P.G.) Students**

Physical stress Reactions		M. Sc. Nursing Students		Non-Nursing (P.G.) Students	
Sl. No`	Five Most Frequent physical Stress Reactions Items	Stress Reactions Scores	Rank Order	Stress Reactions Scores	Rank Order
1.	Do you experience perspiration?	66	1	47	2
2.	Do you suffer from headaches/heaviness of the head?	63	2	54	1
3.	Do you experience palpitation?	57	3	43	5
4.	Do you have a sick feeling in your stomach?	53	4	45	4
5.	Are you disturbed in sleep?	53	4.5	46	3
Least Frequent Physical Stress Reaction Scores		M. Sc. Nursing Students		Non-Nursing (P.G.) Students	
Sl. No	Five Most Frequent Least Physical stress reactions	Stress Reaction Scores	Rank Order	Stress Reaction Scores	Rank Order
1.	Do you get a feeling of faintness/giddiness?	23	1	39	4
2.	Do you experience shortness of breath?	26	1.5	31	1
3.	Do you overeat?	30	3	36	2
4.	Do you experience blushing?	31	4	37	3
5.	Do you suffer from loss of appetite?	31	5	45	5

Data shown in Table 5 depicts that as far as psychological stress reaction among M.Sc. Nursing students were concerned, the five most frequently occurring psychological stress reactions were: (i) getting irritated easily; (ii) getting angry about small things; (iii) experiencing restlessness; (iv) finding it difficult to concentrate; and (v) getting easily bothered by the comments of others.

The least occurring psychological stress reactions among M. Sc. Nursing students were: (i) smoking, taking alcohol/drugs when under stress; (ii) being apathetic to people and situations; (iii) missing classes when under stress; (iv) being afraid of people/event; and (v) feeling threatened in the clinical

**Table 5: Comparison of Stress Reactions Scores and Rank Order of Five Most Frequent Psychological Stress reactions of M. Sc. Nursing Students with Non-Nursing (P.G.) Students**

Psychological stress Reactions		M. Sc. Nursing Students		Non-Nursing (P.G.) Students	
Sl. No	Five Most Frequent Psychological Stress Reactions	Stress Reaction Scores	Rank Order	Stress Reaction Scores	Rank Order
1.	Do you feel irritated easily?	67	1.5	81	1
2.	Do you get angry about small things?	67	1.5	49	4
3.	Do you experience restlessness?	60	3	54	3
4.	Do you find it difficult to concentrate?	57	4	55	2
5.	Do you get easily bothered by the comments of others?	54	5	41	5
Least Frequent Psychological Stress Reaction Scores		M. Sc. Nursing Students		Non-Nursing (P.G.) Students	
Sl.	Five Most Frequent Least	Stress	Rank Order	Stress Reactions	Rank

No	Psychological Stress Reactions	Reactions Scores		Scores	Order
1.	Do you smoke/ take alcohol/ drugs when you are under stress?	0	1	14	1
2.	Are you apathetic to people and situations?	21	2	24	4
3.	Do you miss classes when under stress?	24	3	31	5
4.	Are you afraid of people/events?	25	4.5	27	3
5.	Do you feel threatened in the clinical field?	33	4.5	24	2

### III. RESULTS

- The Majority of M.Sc. Nursing students 13(40.62%) belonged to 20-25 years of age group, 8(25%) belonged to 26-30 years of age, 2(6.25%) belonged to the age group of 31-35 years, and 30-40 years, whereas 7(21.87%) belonged to the age group of 40 years and above. Among Non-Nursing (P.G.) students majority, that is, 24(75%) of students belonged to the 20-25 years of age group, 8(25%) belonged to 26-30 years of age, and interestingly there were no students above the age of 30 years.
  - Regarding Marital status, more than half of nursing students, i.e., 17(53.12%), were single, whereas 15(46.87%) were married. In Non-Nursing (P.G.) students, 29(90.62%) students were single or unmarried, and only 3(9.37%) were married.
  - Amount of family monthly income in rupees denoted that 24(75%) of M. Sc. Nursing students had their monthly family income above Rs. 20,001. 5(15.62%) had their family income in the range of Rs. 10,001 to Rs. 20, 000, while only 3 (9.37%) had family income from Rs. 5, 001 to Rs. 10, 000. No student in M.Sc. The nursing group had her family income less than Rs. 5 001. Among the Non-Nursing (P.G.) students, 18(56.25%) students had their family income above Rs. 20,001, 8 (25%) had their family income in the range of Rs10, 001to Rs. 20,000, 2(6.25%) between Rs.5001 to Rs. 10,000 and 4(12.5%) had their family income less than Rs. 5,000.
  - Distribution according to the type of residence of M. Sc. Nursing and Non-Nursing (P.G.) students shows 19(59.37%) M.Sc. Nursing and 14(43.75%) Non-Nursing (P.G.) students had hostel accommodation, and 10 (31.25%) M.Sc. nursing students, 12 (37.5%) Non-Nursing (P.G.) students were living at home, whereas 3(9.37%) M.Sc. Nursing students and 6(18.75%) Non-Nursing (P.G.) students lived away from home, either in paying guest accommodation, shared or rented accommodation.
- A. Stress-Related Studies**
- Out of M.Sc. Nursing students, i.e., 6(18.75%) had a mild degree of stress, 18(56.25%) had a moderate degree of stress, and 8(25%) had a severe degree of stress. Among Non-Nursing P.G. students, 8(25%) had a mild degree of stress, 21(65.625%) had a moderate degree of stress, and 3(9.375%) had a severe degree of stress.
  - Majority of the M.Sc. Nursing and Non-Nursing P.G. students experienced stress reactions frequently. The most frequently experienced physical stress reaction was experiencing perspiration, and psychological stress reaction was “getting irritated easily” in M.Sc. Nursing students and Non-Nursing P.G. students most frequently experienced physical stress reaction experiencing muscular tension and pain and psychological stress reaction was “getting irritated easily”.
  - Significance of difference in the mean stress scores of M.Sc. Nursing and Non-Nursing P.G. students showed that mean score of M.Sc. Nursing students were 39.21, and the mean score of Non-Nursing P.G. students was 32.03, which was statistically significant as evident from the ‘t’ value of 2.003 for df 31 at 0.05 level of significance.
  - Majority of M.Sc. Nursing students, i.e., 6 (18.75%) had a mild degree of stress, 18(56.25%) had a moderate degree of stress, and 8(25%) had a severe degree of stress. Among Non-Nursing P.G. students, 8(25%) had a mild degree of stress, 21(65.625%) had a moderate degree of stress, and 3(9.375%) had a severe degree of stress.
  - The majority of the M. Sc. Nursing and Non-Nursing P.G. students experienced stress reactions frequently. The most frequently experienced physical stress reaction was “experiencing perspiration”, and psychological stress reaction was “getting irritated easily” in M.Sc. Nursing students and Non-Nursing P.G. students most frequently experienced physical stress reaction was “experiencing muscular tension and pain” and psychological stress reaction was “getting irritated easily.”
  - To develop and disseminate guidelines for coping with stress related to studies for M.Sc. Nursing and Non-Nursing PG students.



### B. Stress Reactions

This study revealed that M.Sc. Nursing students and Non-Nursing P.G. students had a wide variation in the experience of stress. The most common physical stress reaction experienced by M.Sc. Nursing students were increased “perspiration”, and the most frequently experienced psychological stress reaction was “getting irritated easily”. Whereas in Non-Nursing P.G. students, the most frequently experienced physical stress reaction was “muscular tension and pain”, and psychological stress reaction was “getting tired easily.” The findings revealed that out of 64 subjects, 40 (62.5%) M. Sc. Nursing Students and Non-Nursing (P.G.) 16 of them (25%) experienced stress reactions rarely, with a mean of 27.33, and median of 27.50 whereas 8 (12.5%) experienced stress reactions frequently with a mean of 109.28 and median of 114. Students occasionally experienced stress reactions with a mean of 58.47 and a median of 58.

- To develop and disseminate guidelines for coping with stress-related studies for M.Sc. Nursing and Non-Nursing PG students.

### IV. DISCUSSION

Stress can either suppress and motivate the students to peak performance or reduce the students to ineffectiveness, thus acting as double-edged swords.[8,9] Going through the literature on stress in Nursing students showed that whatever the area or method of study, there are various problems faced by Nursing students. There are many reasons for these students to experience stress-related problems, e.g., too many projects, presentations, assignments, conflicts with teaching faculties, much traveling time to reach college, study overload, the financial burden on parents/family members/self, criticism, and bullying from the peers, etc. In the present study also, students experienced stress due to many study-related reasons such as study overload, too long college hours, conflicts with teaching faculty, taking new challenges of course/career, etc. [10,11,12,13,14,15,16]

This study was done to evaluate the stress-related problems and reactions in M.Sc. Nursing and Non-Nursing P.G. students in a selected University of New Delhi develop and disseminate guidelines for coping with stress. It is a unique study in which physical and psychological stress has been compared between Nursing and Non-Nursing post-graduate students in Northern India.

The study conducted by Kim and Hye (1997) [17] states that 36% B.Sc. Nursing students experienced a moderate degree of stress in a clinical setting. If we co-relate this finding with the finding of the present study, we see that 56.25% of the M.Sc. nursing students experienced a moderate degree of stress, and 65.25% of non-nursing P.G. students also showed a moderate degree of stress. Severe stress was seen among 25% of M.Sc. Nursing students and 3% of Non-Nursing P.G. students, whereas 18.75% M.Sc. students and 25% P.G. Non-Nursing students experienced mild stress, although, in the present study, stress related to the clinical setting, in particular, was not studied. Major

factors affecting the stress level were age, income, education of parents, and marital status of M.Sc. nursing students and P.G. Non-Nursing students. Non-Nursing parents had better education levels so, their higher expectation from children to outdo them academically.

Samah Anwar Mohamed Shalaby and Sara Mahdi Swaid AlDilh (2015)[18] did a study to explore the stress level and stressors of critical care nursing students in King Saud Ben Abdulaziz University for Health Sciences and to pinpoint the relationship between stress and academic achievement. Sixty nursing enrolled in Critical care nursing course students were included in the study. A self-reported questionnaire namely; developed by the researchers to explore the relationship between perceived stress and academic achievement. Sixty-five percent of the respondents had a low stress level, and 68.3% had multiple health problems during the critical care nursing course. The total mean stress level was  $20.40 \pm 3.98$ , and the mean of perceived stressors was  $61.23 \pm 17.84$ . There was a statistically significant difference between the stress level and perceived stressors where  $p < 0.001$ , but there was no significant correlation between students' perceived stressors and academic achievement. Critical care nursing students experienced low to moderate stress levels with no impact on their academic achievement. Whereas in the present study, the significance of the difference in the mean stress scores of M.Sc. Nursing and Non-Nursing P.G. students showed that mean score of M.Sc. Nursing students were 39.21, and the mean score of Non-Nursing P.G. students was 32.03, which was statistically significant as evident from the 't' value of 2.003 for df 31 at 0.05 level of significance.

Kumar P et al. (2020) [19] did a descriptive study on Academic stress among nursing students of selected nursing colleges at Distt. Mandi, in Himachal Pradesh, was conducted with the aim of assessing the level of academic stress among nursing students. The sample size for the study was 200 nursing students studying in selected nursing colleges indifferent nursing courses. A convenience sampling technique was used to select the samples and demographic profile, and a self-structured academic stress scale was administered to assess the level of academic stress among nursing students. The result showed that most of the nursing students had a moderate level of academic stress. There was an association with the level of stress, and selected demographic variables like age, course of study, education status of the father, monthly family income, and medium of education status were statistically significant at 0.05 level. The study concludes that most of the nursing students had moderate academic stress. Similar results were found in the present study, but in this study out of 64 subjects, 40 (62.5%) M. Sc. Nursing Students and Non-Nursing (P.G.) 16 of them (25%) experienced stress reactions rarely, with a mean of 27.33 and median of 27.50 whereas 8 (12.5%) experienced stress reactions frequently with a mean of 109.28 and median of 114. Students occasionally experienced stress reactions with a mean of 58.47 and a median of 58.

Kimarie Brown et al. (2016) [20] did a descriptive correlational design to determine the perceived levels and sources of academic-related stress among students enrolled in a Master of Science in Nursing (MScN) degree program at the school of nursing in the urban section of Jamaica. The Perceived Stress Scale-14 and Stress Survey were used to collect data from the 81 students enrolled in full or part-time study in the MScN program. Univariate and bivariate analyses were conducted using SPSS version 20. The majority (50.9%) were moderately stressed, while 22.8% and 24.6% had high and low levels of stress, respectively. Stress associated with the preparation for and prospect of final examinations received the highest overall mean stress rating, causing "a lot of stress". Attendances at classes and relationships with lecturers received the lowest mean stress rating. The findings in the present study revealed that out of 64 subjects, 40 (62.5%) M. Sc. Nursing Students and Non-Nursing (P.G.) 16 of them (25%) experienced stress reactions rarely, with a mean of 27.33 and median of 27.50, whereas 8 (12.5%) experienced stress reactions frequently with a mean of 109.28 and median of 114. Students occasionally experienced stress reactions with a mean of 58.47 and a median of 58.

## HOW TO MANAGE STRESS RELATED TO STUDIES?

1. Physical Exercise
2. Behavioral Self-Control
3. Increase the number of Friends and Other Social Support
4. Counseling

### V. ACTIVITIES TO COPE WITH STRESS

**A. Stretch:** Whenever you feel under pressure and stress in the body, stretch your body. Pretend for reaching out to grasp something a few centimeters beyond immediate reach. Hold this position for five seconds and relax.

**B. Laugh Hard:** Laughter is the best medicine to relieve stress.

**C. Be a Breathing Beauty:** The right kind of breathing can chase away stress. Inhale a deep breath and exhale slowly; concentrate on the air leaving lungs. Slow down breathing. A two-second inhalation and five-second exhalation is the ideal one. Do it five times in the morning and five times in the evening.

**D. Listen to Music:** Music has always had a soothing effect. Hear the music of choice.

**E. See the Sunlight:** Feel the morning sunshine soak into every pore of your body. Feel the incredible sense of wellbeing it brings along.

**F. Discover the Yogi in You:** Yoga has always been a universal remedy for stress. Doing yoga releases stress. Pick up a book on yoga exercises or go to a teacher and get

started with half an hour sessions whenever you can spare the time.

**G. Practice Shrugging Shrug:** 'You do not know you do not care.' Whenever you feel stressed, revolve the neck from right to left a few times. Follow this by shrugging shoulders. Loosen your muscles. Believe from the bottom of your heart that you do not care.

**H. Talk Less, Listen More - An Age-Old remedy:** Listening banishes stress, makes you more admired, more knowledgeable, more receptive, altogether a nicer person. It does not take much effort.

**I. Count Your Blessings:** There is no better way to expel stress. Make a mental note of good things and count these blessings. Then put it down on paper and refer to it every time you feel stressed.

**J. Compare with Yourself** and see the changes. If you want real pleasure in life, never compare with others but with yourself.

**K. Do Nothing Sit Out:** Acceptance of the situation always helps to reduce stress.

**L. Express Your Stress:** Let the emotions flow – stress is a highly emotional experience. When we bottle up our psychological stress, we become increasingly actionless. Our anger, depression, fear, frustration, and rage need to "FLOW" out of us. Flowing emotion out of mind can take various activities like writing, talking, poetry, vigorous physical activity, etc. Mind and body become clearer and more energized. Situations and opportunities are perceived more clearly. The result is wiser choices and decisions.

**M. Take Charge:** Parts of our stress feelings come from how we react to what is (or is not) happening and others' reactions; so, believe that "You are in charge of your life".

### VI. CONCLUSION

Stress in M.Sc. Nursing and Non- Nursing (P.G.) students are unavoidable and often inter-related with academic, professional, and personal factors. Stress depends upon how an individual perceives and interprets the situations, his judgments, and personal beliefs, whether one can cope up with it or not. Thus, an individual approach to handling stress remains an important aspect of its management. Students need to understand stress-producing factors and situations and the process of coping with stress to help them. The present study's findings have implications for general education, nursing education, nursing administration, and nursing research.

Stress is becoming a leading cause of increased morbidity in students with the subsequent rise to various diseases in their life. All of us need to be aware of the magnitude of the problem. Beyond all prejudices and generation gaps, it becomes a moral duty to help the students come out of their difficulties and lead a meaningful, socially productive

life. An emphatic listening, trust, and confidence, positive support, and guidance halt the emergence of stress.

#### A. Limitations of Study:

The study was confined to the M.Sc. Nursing and Non-Nursing P.G. students from the selected university of Delhi, limiting the generalization of the findings to other universities.

1. The researcher for the study developed the tool used for data collection. Hence, the tool was not standardized.
2. The relatively small sample size precludes generalization beyond the study population.

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