



CURRICULUM PERCEIVED BY NURSING STUDENTS AND ACADEMIC STRESS: A MIXED METHOD STUDY

Ms. Smitha Paul Caritas College Of Nursing, Kottayam

Ms. Geethumol C.S Caritas College Of Nursing, Kottayam

Ms. Christy Accamma Cherian Caritas College Of Nursing, Kottayam

ABSTRACT The present study was conducted to assess the academic stress perceived by nursing students and to assess their perception nursing curriculum. The sample consisted of one forty students: seventy from semester system and seventy from year system. Mixed method was used. The data was collected through focused group discussion and academic stress scale. The data was analysed using descriptive and inferential statistics. The study result revealed that students studying in year type curriculum has low academic stress compared to students studying in semester type of curriculum.

KEYWORDS : Nursing, nursing students, curriculum, nursing education.

INTRODUCTION

Stress is a normal human experience that is connected to numerous diseases. Situations or events that may have an impact on health outcomes are generally referred to as stressors because there is a discrepancy between the needs of students in a given clinical scenario and their resources or capacity to handle a task or circumstance.

Nursing is a career that necessitates that nursing students possess thorough theoretical understanding and competence in clinical procedures. The goal of clinical education is to increase nursing students' professional knowledge and skill level and to give them opportunity to apply their theories in real-world settings. Positive clinical experiences help nursing students develop their critical thinking and problem-solving skills as well as a sense of professional identity and belonging, according to certain research. On the other hand, unfavorable clinical experiences might undermine nursing students' feeling of self-worth, professional fulfillment, and professional value. Clinical placements are an essential component of nursing education, yet due to their dynamic and demanding character, nursing students are frequently under more stress during clinical placements.

A student's life may be impacted by a variety of pressures both within and outside of the classroom. Although stress is a common occurrence for people from all walks of life, it is more common for students due to their academic obligations. Academic-related stress is an individual's response to academic requirements. It involves mental distress regarding the anticipated fear of academic failure. This may reflect in many ways, such as feeling overwhelmed while adjusting to college life, academic demands or requirements, a perceived obstacle to achieving personal goals, and integration into new systems. These factors are enough to threaten any student and induce mental distress.

Everyday stress affects people from all walks of life, but because of their academic obligations, students are more prone to encounter stressful situations. Additionally, when students use good coping strategies, dangerous situations can be modified, leading to better outcomes and a lower rate of depression. The demand of nursing training programmes causes excessive stress among nurse trainees, even though some degrees of academic stress may be good. This needs to be addressed early and managed effectively to improve their readiness for further education. Unfortunately, there hasn't been much emphasis paid to measuring academic stress in India. Hence, this study intends to assess curriculum perception by nursing students and academic stress in a private nursing college in Kottayam district in the state of Kerala.

METHODOLOGY

Research Approach

Mixed method study

Research Design

Descriptive study design

Variables

Academic stress and curriculum perception

Setting

Caritas college of Nursing, Thellakom, Kottayam

Sample

Seventy students third semester BSc nursing and seventy from third year and fourth year BSc nursing

Tools/Instruments

Academic stress scale

RESULTS

Table 1: Age Of Study Subjects In Semester And Year Batch Nursing Students

Age in years			
Curriculum type	Semester batch	Mean	20
		Standard Deviation	1
		Minimum	18
		Maximum	22
	Year batch	Mean	21
		Standard Deviation	1
		Minimum	20
		Maximum	23

Table 2: Level Of Academic Stress Among Nursing Students

Stress among students	Curriculum type	Semester				Year	
		Frequency		%		Frequency	%
		Level of stress	Mild	12	16.2%	8	12.9%
	Moderate	32	43.2%	41	66.1%		
	Severe	26	35.1%	7	11.3%		
	Very severe	4	5.4%	6	9.7%		

Table 3: Comparison Of Academic Stress Among Both Batches

Stress score	Curriculum type				Mean Diff(95% CI)	P value
	Semester		Year			
	Mean	Standard Deviation	Mean	Standard Deviation		
	73.77	30.06	67.73	28.73	6.04 (-3.99 , 16.08)	0.239

Table 3 Reveals That Students Studying In Year Type Curriculum Has Low Academic Stress Compared To Students Studying In Semester Type Of Curriculum.

Table 4: Intention Behind Selecting Nursing

Reason for Joining	Blanks	Curriculum type	
		Semester	Year
		Frequency	Frequency
	It was by mistake	0	1
	Job Opportunity	28	22
	Love this Job	4	11

	Not Interested	1	0
	Nothing/No Reason	7	4
	Parent's Wish	0	5
	Personal Interest	1	0
	Provide Care	7	6
	Studies	0	1

Table 5: Curriculum Perceived By Nursing Students

Question	Semester	Year
1. Expectation of clinical learning	<ul style="list-style-type: none"> “able to acquire more knowledge through practice” “satisfaction by helping others” 	<ul style="list-style-type: none"> “could gain knowledge by doing” “be a good nurse”
2. Personal growth through nursing	<ul style="list-style-type: none"> “helps to develop leadership quality” “interaction with patients improves communication skill” 	<ul style="list-style-type: none"> “sharing, caring selflessness, emotional stability are the quality developed”
3. Major challenges in nursing education	<ul style="list-style-type: none"> “time is too short to complete the requirements” “high fees” 	<ul style="list-style-type: none"> “less chance for skill development” “writing requirements are hectic”
4. Feelings as a student nurse	<ul style="list-style-type: none"> “patient satisfaction makes us happy” 	<ul style="list-style-type: none"> “could help others” “we are involving in emergency life saving situations without hesitation”
5. Advantages perceived from nursing curriculum	<ul style="list-style-type: none"> “no lag in university exam” 	<ul style="list-style-type: none"> “personal growth”
6. Disadvantages of nursing curriculum	<ul style="list-style-type: none"> “syllabus is vast to complete in short time” 	<ul style="list-style-type: none"> “nurses are not caring their own health”

DISCUSSION

In India, the number of nursing training institutes offering various training curricula has greatly increased in recent years. This study aims to discover academic stress among nursing students in various curricula since academic stress has emerged as a significant public health concern, and little is known about the suitability of the training environments in India and other developing nations.

The present study reveals that students studying in year type curriculum has low academic stress compared to students studying in semester type of curriculum. The semester system students stated that “academic time is too short to complete the requirements” as a major challenge in curriculum.

Studies by Zhiqing Zhou, Luping Ding, and Yanyan Zhao have all demonstrated that among the stressors of internship nursing students, employment stress is the first stressor of nursing students during their internship. Nursing students face numerous psychological stressors during their internship. According to reports, this may be due to the fact that, in recent years, more nursing students have graduated each year while fewer major hospitals are offering jobs, the employment crisis is getting worse, and nursing students are under more stress due to the discrepancy between their career expectations and employment reality.

Mild stress can encourage the body to be in a state of tension and encourage students to study, whereas high levels of stress or stress that lasts too long can upset the body's natural balance and result in physical and mental illness, making it difficult for nursing students to work in the clinic and even making them doubt their commitment to the profession. Nursing students' physical and mental health, clinical professional competence, the standard of care, and burnout will all suffer if they don't learn effective coping mechanisms for stress and the negative effects of their work lives. The findings of this study therefore imply that efforts should be made to reduce the stress levels of nursing intern students to healthy levels.

have generally shown that women experience higher levels of total stress than men. This can be as a result of male nursing students having more favourable work opportunities and benefits than female nursing students. Female nursing students are very under strain because they are so busy getting credentials and getting ready for postgraduate exams to relieve the burden after graduation. Female pupils are more sensitive than male students when it comes to interpersonal communication. They frequently have disagreements with classmates, which can lead to psychological pressure from improperly handled interpersonal situations. As a result, in nursing education, we should assist female nursing students in managing their relationships with other students and in setting up a support network so that they can look for the tellable object.

REFERENCES

- Weiner H. *Perturbing the Organism: The Biology of Stressful Experience*. Chicago, IL: University of Chicago Press, 1992.
- Craven JL, Bright J, Dear CL. Psychiatric, psychosocial, and rehabilitative aspects of lung transplantation. *Clin Chest Med*. 1990;11:247.
- Admi H, Moshe-Eilon Y, Sharon D, et al. Nursing students' stress and satisfaction in clinical practice along different stages: a cross-sectional study. *Nurse Educ Today*. 2018;68:86–92.
- Zheng Y xue, Jiao JR, Hao WN. Stress levels of nursing students: A systematic review and meta-analysis. *Medicine*. 2022 Sep 9;101(36):e30547.
- Wilks SE. Resilience amid academic stress: The moderating impact of social support among social work students. *Advances in social work*. 2008 Dec 12;9(2):106-25.
- Zhou Z. *Effects of Workplace Incivility on Nurses' Emotions, Well-being, and Behaviors: A Longitudinal Study*. USF Tampa Graduate Theses and Dissertations [Internet]. 2014 Jul 8; Available from: <https://digitalcommons.usf.edu/etd/5338>.
- Luping Ding. 2016. Research on stressors and influencing factors of undergraduate nursing students in late internship (Master's thesis, Chongqing Medical University). <https://kns-cnki-net-443.vip.immu.edu.cn/KCMS/detail/detail.aspx? dbname=CMFD 201701&filename= 1016783591.nh>.
- Lifeng Y. The mediating effect of empathy between intern nursing students' practice stress and patient safety perceptions. *J Nurs*. 2020;38–41.
- Oermann MH, Standfest KM. Differences in stress and challenge in clinical practice among AND and BSN students in varying clinical courses. *J Nurs Edu*. 1997;36:228.
- van der Riet P, Rossiter R, Kirby D, Dluzewska T, Harmon C. Piloting a stress management and mindfulness program for undergraduate nursing students: Student feedback and lessons learned. *Nurse Educ Today*. 2015;35:44–9.
- Lu DM. Pressure and guidance faced by nursing students in technical secondary school. *Health Voc Edu*. 2007;107–8.
- Jian L. A study on the relationship between stress, anxiety and coping style of nursing students and effective teaching behavior of clinical teachers. *Chinese J Mod Nurs*. 2018;353–5.

Nursing programmes typically have a female majority. Gender studies