

## A STUDY ON FACTORS INDUCING STRESS AMONG STUDENTS IN NURSING COLLEGE

Wasfi Dhahir Abid Ali<sup>1</sup> & Samaher Sabri Hameed<sup>2</sup>

<sup>1</sup>Research Scholar, Department of Medical Sciences, College of Nursing, Basrah University, Basrah, Iraq

<sup>2</sup>Research Scholar, Department of Anatomy and Physiology Lab, College of Nursing, Basrah University, Basrah, Iraq

### ABSTRACT

Seventy students in nursing collage from Basrah in Iraq during their first year study year used questionnaires of 22 items that include social, educational and health factors that could induce stress in the students. Statistial mean score method is used for analysis. The study showed most significant factors that induce student stress are educational and health factors and the mean score values are found to be 1.5 and 1.63 respectively. Financial and work load were the more effective factors that induced stress in nursing students due to low financial support and hard learning subjects.

**KEYWORDS:** Stress, Nursing Students

---

### Article History

**Received: 27 Nov 2017 | Revised: 18 Dec 2017 | Accepted: 05 Jan 2018**

---

### INTRODUCTION

Stress defines as the adverse reaction people display for excessive pressures or other types of demands placed on them (Campbell, 2006). Though stress is often perceived as bad, it can actually be good in some respects. Stress and anxiety exist for an extended period of time. Feelings of stress and anxiety are a part of life. Dyrbye et al., 2017 stated that psychological distress is common among medical students. Gallego et al. mentioned that a large proportion of university students are having high levels of anxiety and stress experienced in different situations, which are particularly high during the first years of their degree and during exam periods. Life style Maryam et al. (2015) and sleeping habits Mickey et al. 2011 are effective factors which induce stress. The present study intended to investigate the effects of some factors induce stress to students in Basrah Nursing college.

### MATERIALS AND METHODS

This descriptive cross-sectional study recruited 70 university students in nursing college of Basrah University in Iraq during their first and second study year. Data were collected using questionnaires of 22 items. Ten items include death of a close family member, Serious judicial issues, Major personal injury or Marriage issues, Failing an important course, Change in health of a family member, Change in financial status, Trouble with parents, New romantic relationship. Eight items include Increased workload at school, Outstanding personal achievement, First semester in college, Change in living conditions, Serious disagreement with professor, Poorer grades than expected, Multiple class absences,

Change of college, Dropping more than one class and four items include Change in sleeping habits, Change in social activities, Change in eating habits and Chronic transportation issues.

Data were analyzed using descriptive statistics; data were analyzed using the mean score and standard deviation by SPSS tool.

## RESULTS AND DISCUSSIONS

Feeling stress and anxiety is part of our life and some stress levels may had positive reflex and stimulated life progress and development. Stress has become an important subject in academics as well as in culture. (Rees and Redfern (2000), Ellison, 2004).

The recent study showed in table (1) that most of the studied items regarding stress for student which they related to social conditions, had no significant effects on students study life except being shame from their future job (mean of score 1.56) as nurses and is may be due to social outlook. Change in financial status (1.6) showed a significant effect as stress factor and the reason is lack of financial support for the student.

Study of Fair brother and Warn (2003) also indicated financial problems, inadequate resources (e.g. Computers, Books, Lecturers, and overload hours every semester) as stress sources. This finding is in close agreement with study by [13].

**Table (1) Mean of score for Social items regarding stress for nursing student**

items	Agree	Disagree	Mean of score	Sig
Death of a close family member	20	50	1.28	N.S
Death of a close friend	13	57	1.44	N.S
Serious judicial issues	2	68	1.02	N.S
Marriage	3	67	1.04	N.S
Being shame from future job	44	26	*1.65	S
Change in health of a family member	28	42	1.4	N.S
Trouble with parents	30	40	1.42	N.S
Change in financial status	42	28	*1.6	N.S
Major personal injury or illness	5	65	1.07	N.S
New romantic relationship	11	59	1.15	N.S
Total	200	500	1.28	N.S

College students often find themselves distracted by social activities or simply feel too overwhelmed by their course load.

Rustles of Table(2) most items (Increased workload at college(1.84) showed a highly significant effect while first semester in college(1.61),Change in living conditions(1.65),Poorer grades than expected( 1.75), Change of college1.15) showed significant effect as student stress factors. In case of increased work load, stress refers to a dynamic interaction between the individual and the environment (Kohler et al., 2006). Nursing students who engage in a wide range of clinical duties during their learning in clinical settings share similar stressors as professional nurses experience. In addition to this, nursing students also have stress related to their educational studies and personal/social experience (Prymachuk, and Richards, 2007).

Ross, et al., (1999) stated that there are several explanations for increased stress levels in college students. First, students have to make significant adjustments to college life. Second, because of the pressure of studies,

there is strain placed on interpersonal relationships. Third, housing arrangements and changes in lifestyle contribute to stress experienced by college students.

Finding is in close agreement with **Ongori and Agolla (2008)** who reported that (81%) of the students agreed with the statement that academic workload is stressful. Other study reported that, the workload of college is significantly more involved than the high school workload, and it comes with less hand-holding from parents and teachers (**Elizabeth 2012**).

**Table (2) Mean of score for educational items regarding student stress**

items	Agree	Disagree	Mean of score	Sig
Failing an important course	28	42	1.4	N.S
Increased workload at college	59	11	*1.84	H.S
First semester in college	43	27	*1.61	S
Change in living conditions	46	24	*1.65	N.S
Poorer grades than expected	53	17	*1.75	S
Multiple class absences	11	59	1.15	N.S
Change of college	36	34	*1.51	S
Dropping more than one class	8	62	1.11	N.S
total	284	276	*1.57	S

Table (3) include the items regarding student health and habit (Change in sleeping habits 1.77), Change in social activities (1.61) and Change in eating habits (1.7).

Most of the sample students in the recent study in nursing college in Basrah University were residents (from different cities of Iraq) and it is found that there is a good relationship between resident student life (**Shahedur et al (2012)**, **Mohebbi et al., (2017)**) and healthy eating habits, and this factor decreases stress. When the stress remains for long time, body hormone will be released, causing indigestion and poor vision and increased breathing rate / heart rate.

**Table 3: Mean of Score for Health Items Regarding Stress for Nursing Student**

Items	Agree	Disagree	Mean of Score	Sig.
Change in Sleeping Habits	54	16	*1.77	S
Change in Social Activities	43	27	*1.61	S
Change in Eating Habits	49	21	*1.7	S
Chronic Transportation issues	31	39	1.44	N.S
<b>Total</b>	<b>177</b>	<b>103</b>	<b>*1.63</b>	<b>S</b>

## CONCLUSIONS

The recent study concluded that student in nursing college showed significant values of items concerning education that might be due to their early experience as college students and insufficient financial support. In case of increased work load, stress refers to a dynamic interaction between the individual and the environment. Nursing students who engage in a wide range of clinical duties during their learning in clinical settings share similar stressors as professional nurses experience. In addition to this, nursing students also have stress related to their educational studies and personal/social experience. It is found that there is a good relationship between resident student life and healthy eating habits.

## ACKNOWLEDGMENT

The authors gratefully acknowledge the valuable contributions of Mr. **Luay abdulwahid Shihab**. Colleges of nursing.

## REFERENCES

1. Awino, J. O. and Agolla, J. E. (2008). *A quest for sustainable quality assurance measurement for universities: case of study of the University of Botswana*, *Educ. Res.Rev.* 3 (6): 213-218.
2. Campbell, F. (2006). *Occupational Stress in the Construction Industry*, Berkshire, UK: Chartered Institute of Building.
3. Dyrbye L.; Shanafelt T.; Werner L; Sood A.; Satele D. and Wolanskyj AP.(2017): *The Impact of a Required Longitudinal Stress Management and Resilience Training Course for First-Year Medical Students.. J Gen Intern Med*10.1007/s11606-017-4171-2.
4. Cardoso & R. Nirmala, *A Study on the Stress Levels Amongst Medical Doctors*, *International Journal of Human Resources Management (IJHRM)*, Volume 4, Issue 3, April-May 2015, pp. 1-8
5. Elizabeth, M.S. (2012). *Stress In College: Common Causes of Stress In College*. *MedicalReviewBoard*[http://stress.about.com/od/studentstress/a/stress\\_college.ht](http://stress.about.com/od/studentstress/a/stress_college.ht)
6. Ellison, K. W. (2004). *Stress and the Police Officer*, 2<sup>nd</sup> Ed., Charles C. Thomas Publishers, Springfield, IL, 71-86.
7. Neena Aneja, *Stress in Teachers: Causes and Treatment*, *IMPACT: International Journal of Research in Humanities, Arts and Literature (IMPACT: IJRHAL)*, Volume 3, Issue 9, September 2015, p. 9-12
8. Fairbrother, K., and Warn, J. (2003). *Workplace Dimensions, Stress and Job Satisfaction*, *J. Managerial Psychol.* 18(1): 8-21.
9. P. Subha Rani & Bipin B, *Job Stress of the Staff Nurses*, *IMPACT: International Journal of Research in Humanities, Arts and Literature (IMPACT: IJRHAL)*, Volume 2, Issue 4, April 2014, pp. 171-174
10. Gallego J;Aguilar-Parra J.; Cangas A.;Langer A. and Manas I.(2015): *Effect of a mindfulness program on stress, anxiety and depression in university students*. *Span J Psychol.* 2015 Jan 13; 17:E109.
11. Kohler JM, Munz DC, Grawitch MJ. (2006)*Test of a dynamic stress model for organizational change: do males and females require different models?* *Appl Psychol Int Rev*;55(2):168e91
12. D. Shreedevi, *Stress Management among Health Care Professionals Its Not Stress that Kills Us, It Is Our Reaction to It - Hans Selye*, *IMPACT: International Journal of Research in Business Management (IMPACT: IJRBM)*, Volume 1, Issue 3, August 2013, pp. 37-48
13. Maryam M.;Sedigheh A.; Zohre M., and Malihe N.(2017): *Comparison between the lifestyles of university students with and without premenstrual syndromes* *Electron Physician.* 2017 Jun; 9(6): 4489–4496

14. T. Kamalaja & J. Deepika, *Assessment of Relation between Physical Stress and Physicalfitness Using Treadmill in Female Adults*, *International Journal of Agricultural Science and Research (IJASR)*, Volume 5, Issue 3, May-June 2015, pp. 219-226
15. Mohebbi M.; Akbari S.; Mahmodi Z. and Nasiri M.(2017): *Comparison between the lifestyles of university students with and without premenstrual syndromes*. *Electron Physician*. 2017 Jun 25;9(6):4489-4496.
16. Nakayama, K. Yamaguchi, S. Maruyama and K. Morimoto,(2001) "The Relationship of Lifestyle Factors, PersonalCharacter, and Mental Health Status of Employees of aMajor Japanese Electrical Manufacturer," *EnvironmentalHealth and Preventive Medicine*, Vol. 5, No. 4, pp.144-149.
17. Ongori, H and Agolla, J. E. (2008). "Occupational Stress in Organisations and Its Effects on Organisational Performance, *J. Manage. Res.* 8(3): 123-135.
18. Ongori, H. (2007). *A review of the literature on employee turnover*, *Afri. J. Bus. Manage.* 1(3): 49-54.
19. Pryjmachuk,S. and Richards,D.(2007) *Mental health nursing students differ from other nursing students: some observations from a study on stress and coping**Int J Ment Health Nurs*, 16 (6) pp. 390-402
20. Rees, C. and Redfern, D. (2000). *Recognising the perceived causes of stress – a training and development perspective*, *Ind. and Commer. Train.* 32(4): 120-127.
21. Mythri G et al., *A Study on Perceived Stress and Sources of Stress among First Year Medical Students in Shivamogga*, *TJPRC:International Journal of Neurology, Neurosurgery & Psychiatry (TJPRC:IJNNP)*, Volume 1, Issue 1, January-June 2017, pp. 23-30
22. Ross, S. E., Neibling, B. C., and Heckert, T. M. (1999).*Sources of stress among college students*. *College Student Journal*, 33(2), 312- 317.
23. Shahedur R;Anowar Khasru P, Abdus S. and Shahjahan Al(2012):*Study of the Effect of Food Habit, Lifestyle and Daily Tripon Physical and Mental Status of Subjects at Islamic University in Kushtia, Bangladesh* .*Open Journal of Statistics*, 2012, 2, 219-223.

