

ASSESS THE PSYCHOLOGICAL RESILIENCE ON ACADEMIC STRESS AND SOCIAL SUPPORT AMONG NURSING STUDENTS.

ABSTRACT

Background of study:- Because of staffing shortages and other issues related with nursing practice. Nursing is progressively more intensive & is considered a difficult profession. Nursing students face more educational stress than students in other disciplines since they must modify to varied hospital environments for practice and are vulnerable to a wide range of while emplacement, clients' health, along with ageing & deaths, were discussed. They must deal with the emotional and educational pressures that come with patient care. All of these precursors have the potential to promote pressure and mental problems, just like fear, and concern, and depression. 1) To assess nursing students' mental resiliency. 2) To assess the educational pressure and the social support. 3) To assess the correlation between demographic variable in nursing students. **Methodology:-** A descriptive research design was used in this study. 300 nursing students were studied for mental strength, educational pressure, and social support using a probability sample technique.

CONCLUSION:- As a result, it is critical that nursing students, in particular, can handle pressure because it will effect educational progress and, as a result, student skills in the field of clinical nursing. And this has an impact on patient treatment.

KEYWORDS:- Stress, Strength, Nursing, Psychological problems.

INTRODUCTION:- Because of staffing shortages and other issues related with nursing practice, Nursing is progressively more intensive & is considered a difficult profession. Nursing students face more educational pressure than students in other disciplines since they

must modify to varied hospital environments for practice and are vulnerable to a wide range of while emplacement, clients' health, along with ageing & deaths, were discussed.. 2

Educational pressures causes mental sadness and has negative consequences for one's health. In bridging gaps between theoretical and practical, nursing students must also apply theoretical knowledge to practice. They must deal with the emotional and educational pressures that come with patient care. All of these precursors have the potential to promote pressure and mental problems, just like fear, and concern, and depression. Strength is a term that was coined in the 1970s to describe the ability to endure hardship and grow stronger as a result of the experience.

Nursing students must be resilient in order to overcome difficulties and prepare for professional roles following graduation. In a conceptual framework educating student nurses, resistance is described as a method of continuous progress in perseverance that leads to improved individual welfare. Chronic exposure to pressures is known to contribute to poor wellbeing and decreased job satisfaction, which may have an impact on nursing students' aspirations to work in a clinical setting after graduation.

According to a study, strength has an effect on studying, educational achievement, Finishing of the training and, in the lengthy period, professional practice are the goals. Studies have also looked into how strength influences undergraduate educational achievement in several areas. Strength is a major predictor of educational performance among hospitality and tourism students. It's crucial to remember that strength isn't only a measure of happiness; it's also a mechanism that allows a person to stay healthy or recover rapidly from adversity. Gratification with one's condition, a positive attitude and disagreeable affect are the three primary components of welfare, which is a broad subjective notion having three fundamental elements. It has been proposed that strength is a necessary component of happiness. Strength

and good coping strategies can help people cope with pressure and enhance their overall health. As a result, resilient pupils are thought to experience a higher sense of welfare. As an outcome, it has been determined that the establishment of strength and adaptive coping strategies is critical for nursing achievement and lifetime. Nursing schools have a responsibility to help students develop strength and good coping skills in order to improve their overall welfare. Nursing students face the same educational pressures as other college students, such as mid-term and final exams, research papers, and other assignments. In addition, nursing students are exposed to clinical components, where they frequently use highly technical equipment and perform procedures that can cause serious harm to their patients, heightening their fear of making mistakes. Nursing students, according to evidence, are more pressured than other professional students.

Impaired functioning in the classroom and clinical practice, pressure-induced disorders and decreasing performance, absenteeism, low self-esteem, and job discontent are all potential detrimental effects of emotional depression on nursing students. They are also more prone to suffer from agitation, sleep difficulties, and burnout, all of which negatively impact the quality of care they give.

Nursing students, regardless of year, endure more pressure and have more physiological and mental symptoms than students in other health areas. Pressure has been linked to a greater dropout rate among student nurses, according to research.

Nursing students' retention may change as a result of pressure. Attrition is simply described as a student's withdrawal from or delay in completing a program's requirements. When a student withdraws from a programme voluntarily due to educational failure, it adds expense to the students, the students' programmes, and tuition financing sources such as grants and scholarships. It would be difficult to collect the necessary data about the reason(s) for

students' departure from the programmes in order to identify measures to help reduce attrition.

Due to a change in financial circumstances, a student may voluntarily withdraw in May.

Educational (37 percent), environmental (21 percent), financial (17 percent), and interpersonal pressure are the top four sources of pressure for baccalaureate nursing students in the United States, according to Kirkland (1998). (12 percent). Failure and uncertainly repeated performance, expectations for return work, and clinical practice are the most commonly mentioned educational precursors.

According to another study conducted in Egypt by mostafa (2011), the prevalence of excessive pressure, fear, and depression among nursing students was 40.2 percent, 46.6 percent, and 27.9 percent, respectively. In his pressure model, Selye proposed the concept of coping. Coping, according to him, is an adaptability to pressure full events. "We can achieve adaptation by removing pressure from our life, by not allowing certain neutral events to become pressure, by acquiring a proficiency in coping with conditions we don't wish to avoid, and by finding relaxation or diversion from the demand," he wrote.

Objectives:

1. To assess nursing students' mental resiliency.
2. To assess the educational pressure and the social support.
3. To assess the correlation between demographic variable in nursing students.

NEED OF STUDY:

Nursing school is a fascinating and demanding adventure that will take a lot of time and effort from nursing students. Nursing is a job that entails relieving pain and encouraging

others' health. The essence of nursing necessitates that nurses do the right thing during their practice. A nursing student will come across difficult situations and conflicts that will require more than educational knowledge and expertise to manage. 5

Clinical rotation and working hands-on with patients, which is not required of students in programmes outside of the medical and mental areas, adds to the pressure. As a result, the student investigator believes that research on mental activity as a pressure management approach among nursing students is necessary.

The anxiousness may be exacerbated by the educational implications. Because of burnout, nursing programmes have one of the highest dropout rates.

Methodology:

A descriptive research design was used in this study. 300 nursing students were studied for mental strength, educational pressure, and social support using a probability sample technique.

RESEARCH APPROACH

The purpose of this study was to evaluate nursing students' mental strength in terms of educational pressure and social support. This was a non-experimental study. The descriptive research method was used in this study.

The researcher discusses the many educational pressure causes that nursing students endure, such as teacher pressure, outcome pressure, group study pressure, peer pressure, time management of pressure, and self-inflicted pressure.

RESEARCH DESIGN:

A descriptive method was used to identify the various educational pressure factors.

SETTING OF THE STUDY

Smt .Radhikabai Meghe Memorial College of Nursing Sawangi (M) Wardha.

SAMPLE SIZE

300 samples from Basic BSc (N) 2nd year, 3rd year, 4thyear.

POPULATION

The population consisted of nursing students of SRMMCON Sawangi (M) Wardha. 300 samples, Basic BSc (N) 2nd year, 3rd year, 4thyear.

VARIABLES UNDER STUDY

Independent variable:-pressure level

Extraneous variables:- age and gender

SAMPLE AND SAMPLING TECHNIQUES

Sample of the study consisted of total 300 students, 100 students from B.BSc 2nd year, 100 from B.BSc 3rd year, 100 from B.BSc 4th year of SRMMCON Sawangi (M) Wardha, Maharashtra. In this study sample random sampling is used. The study's subjects were chosen among students who met the sampling criteria.

DISCRIPTION OF THE TOOLS

The questionnaire consisted of four sections.

SECTION I

This section contained questions about the demographic profile of the sample such as the age, sex, and educational terms of the nursing students.

SECTION II

The tool was developed by George and Mallery. According to the various reliability and validity test results, about the formal educational pressure inventory tool of this research shows good results after exploratory factor analysis. Seven factors were obtained that must be given a denomination.

DISCUSSION:

This study aimed to help nursing students with mental strength, educational pressure, and social support. The study included 300 students, and the results revealed that 6% of the students had mild pressure, 59 percent had moderate pressure, 35 percent had severe pressure, and no one had very severe pressure. In comparison to negative or unhealthy coping tactics, the majority of individuals choose to utilize healthy ones. The most prevalent responses were "self-reliance, building social support, venting sentiments," as well as seeking professional assistance through meetings with preceptors and a newcomer introduction programme.

C Viji Prasad, lecturer, department of psychiatric nursing, Yenepoya Nursing College, Mangalore, conducted a study to determine the level of pressure and coping mechanisms adopted by Basic BSc nursing 2nd year students. A total of 60 second year basic BSc nursing students were selected using non-probability convenient sampling techniques. The Perseus pressure scale and the socio-demographic form were used to obtain data. Finally, the study found that the majority of students (95.1%) were between the ages of 17 and 19. According to the findings, only one student (1.7%) has This research is backed up by a study that looked into the degree of pressure and coping mechanisms used by Basic BSc nursing 2nd year students. Students were chosen using non-probability convenient sampling procedures by C Viji Prasad, lecturer, department of mental nursing, Yenepoya Nursing College, Mangalore, and a total of 60

second year basic BSc nursing students. The following pressure scale and socio demographic perform were utilized to obtain data. Finally,

The majority of students, 100, had average coping, with 46.7 percent having severe pressure, 46.7 percent having moderate pressure, and the remaining 51.6 percent having mild pressure.

According to a similar study conducted by Rusnani AbLatif, Mohd Zarrawi Mat of Kelantan, Malaysia, religion was the most common coping strategy. The majority of student's nurses utilize more healthy coping mechanisms than negative or unhealthy ones, according to the findings of this study. This finding, however, contradicted the findings of Hsiao et al. Among nursing students at Chiang Mai University, the most commonly employed coping mechanisms were seeking social support (62.25 percent), problem resolution (23.73 percent), and taking responsibility (8.47 percent). Healthy coping techniques were contrasted to dysfunctional coping strategies in our research. Self-reliance, building social supports, and venting feelings are the most prevalent coping mechanisms.

CONCLUSION

In today's environment, pressure has become a chronic and ubiquitous condition. As a result, it is critical that nursing students, in particular, can handle pressure because it will effect educational progress and, as a result, student skills in the field of clinical nursing. And this has an impact on patient treatment. This college has a preceptor programme, which is beneficial to students in relieving pressure and resolving problems. Students benefit from an induction or orientation session in which they learn about the clinical setting, patient care, and various college programmes such aspreceptorships and counseling. This curriculum assists students in managing with pressure and adopting healthy coping skills.

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