

STRESS AND ANXEITY OF UNDERGRADUATE NURSING STUDENT

Supawadee Lerdsamran (RN, M.N.S.)*, Sujitra Uratanamane (RN, Ph.D) **

**Instructor, Collage of Nursing and Health, Suan sunandha Rajapbat University, Bangkok, Thailand*

E-mail: supawadeeu@hotmail.com or supawadee.le@ssru.ac.th

***Instructor, Collage of Nursing and Health, Suan sunandha Rajapbat University, Bangkok, Thailand*

E-mail: sujitrau@hotmail.com or sujitra.ur@ssru.ac.th

ABSTRACT

Stress and anxiety is the main of mental health problem in student, mostly in nursing student. This study was descriptive researches that aim to study a stress level, anxiety level in nursing student of Suan Sunandha Rajabhat University. The samples were 100 sophomores nursing students. Data were collected by personal data questionnaire, Suanprung Stress Test 20, and the anxiety assessment form. The data were analysis by descriptive statistics. The results shown that 62.0% of sophomores of nursing student had high stress level, 32.0% had moderate stress level and 6.0% of them had severe stress level. According to the findings shown that 81.0% of sophomores nursing students have a moderate level of anxiety and 18.0% have a low level of anxiety. The finding revealed that three external factors were affected of student's stress level as learning course, economic and family problem. The findings can be information input, filling a gap of knowledge and benefit for instructor to facilitate quality of life of nursing student.

Key word-- STRESS, ANXEITY

INTRODUCTION

Stress is a kind of individual response to some unclear incidents threatening his/her life security, and it appears to be varied in each individual case (Suwane Keawkingkeaw, B.E. 2554). Stress is one of mental health problems found in every person. It has been usually found that stress is a common problem against nursing education and possibly affects students' health condition (Labrague, 2013). Students' stress is partially caused by aged-related stress since most undergraduate students are adolescents at the age of 18-22 years who are developing from the late adolescence to the early adulthood that need to adapt themselves to rapid changes physically, psychologically, emotionally, socially, and intellectually (Laaid Jamjan and Suree Khantaruksawong, B.E. 2553). Moreover, to study in the field of nursing sciences, students are required to adjust themselves to specific learning involving the responsibility for human life and security. Students have to be cautious, patient, dedicate themselves, comply with rules for nursing practices, as well as adjust themselves so as to build relationship with other professionals, colleagues, including patients and relatives, all of which have effects on stress levels of undergraduate nursing students (Maleewan Lertsakornsiri, B.E. 2558).

Undergraduate students' stress is associated with various factors. It was found that risk factors causing undergraduate students' stress might be negative life events for undergraduate students, namely, difficult courses, time management for completing assignment, preparation for examination, and trainee program. In addition, there are also some problems regarding the relationship between undergraduate students and surrounding people, roles to be taken by undergraduate students, financial restriction, and health and illness issues (Tusana Taweekoon, Patcharin Nintachan, and Sopin Sangon, B.E. 2555). Undergraduate nursing students' stress should not be overlooked or ignored because it has been found that stress affected health and psychosocial conditions of undergraduate nursing students (Labrague, 2013). Apart from stress, anxiety is

another significant common problem (Horwitz, Hill & King, 2011). Undergraduate nursing students might be anxious and feel afraid of more responsibilities when starting the nursing profession.

College of Nursing and Health, Suan Sunandha Rajabhat University is an education institute for educating undergraduate nursing students, aiming to produce quality nursing graduates for the society. Efficient education has to take the quality of life of students, including both physical and mental health, into consideration. Therefore, it is very necessary that the researcher has to explore the level of stress and anxiety of undergraduate nursing students so as to acknowledge the level of stress and anxiety of undergraduate nursing students, and acquire the information to be utilized to promote mental health of undergraduate nursing students so as to ensure good physical and mental health of these students and to enable them to be ready to learn and further become quality registered nurses.

OBJECTIVES

1. To study the level of stress of second year undergraduate nursing students of Suan Sunandha Rajabhat University.
2. To study the level of anxiety of second year undergraduate nursing students of Suan Sunandha Rajabhat University.

METHODOLOGY

This study is a survey research, aiming to study the level of stress and anxiety of second year undergraduate nursing students of Suan Sunandha Rajabhat University. With regard to the scope of the research, the researcher had studied the level of stress and anxiety of second year undergraduate nursing students of Suan Sunandha Rajabhat University during 17 March - 11 April 2016.

Population and Samples

The samples in this study consist of 100 second year undergraduate nursing students of Suan Sunandha Rajabhat University.

Data Collection

The researcher provided the information on the research scope and objectives to second year undergraduate nursing students, and asked for their cooperation to answer the questionnaire on voluntary and anonymous basis. The data would be collected from only students who agreed to participate in the study. The research assistant who is an undergraduate student was assigned to help collect the data. The questionnaires were distributed to second year undergraduate nursing students in the classroom, and these undergraduate nursing students who are the samples were required to complete the questionnaires without presence of any professor or researcher in order to prevent interruption and data bias. Then, the questionnaires would be returned to the research assistant on the same day. The research instrument for the data collection in this study consists of 3 sets of questionnaires as follows:

1. The questionnaire on personal information

This questionnaire is used to inquire about personal information of undergraduate nursing students, namely, gender, age, grade point average, residence, marital status of father and mother, and monthly income.

2. Suanprung Stress Test 20 (SPST), Department of Mental Health, Ministry of Public Health

Suanprung Stress Test 20 (SPST) is a standard stress measurement form which passed the concurrent validity test. The instrument for measurement of 523 samples is the muscle strain levels, of which the concurrent validity is more than 0.27 of the muscle strain levels with a statistical significance at the 95% confidence level (Department of Mental Health, B.E. 2559). The SPST is used to explore feelings over the past 6 months, whereby the content involves the occurrence and feelings towards such occurrence. The assessment criteria are as follows:

- 1 point of stress score represents no stress.
- 2 points of stress score represent low stress.
- 3 points of stress score represent moderate stress.
- 4 points of stress score represent high stress.
- 5 points of stress score represent the highest level of stress.

Next, total scores were summed up and compared with the criteria for assessment on the level of stress as follows:

- 0-24 points represent low stress.
- 25-42 points represent moderate stress.
- 43-62 points represent high stress.
- > 63 points represent severe stress.

3. The anxiety assessment form

This is a standard form for the anxiety assessment. The content was validated by experts, while the confidence level was explored through the trial use with 30 persons possessing similar characteristics to the samples. The calculation of the confidence level was made by using Cronbach's Alpha Coefficient, resulting in 0.78. The anxiety assessment form contained 20 questions regarding anxiety, while the anxiety was classified into 4 levels based on the score range.

Data Analysis

The data analysis was made by the computer program as follows:

1. Personal information of undergraduate students was analyzed by using the percentage.
2. The levels of stress and anxiety were analyzed by using the criterion-referenced assessment.

RESULTS

1. Personal information

There were totally 100 second year undergraduate nursing students of College of Nursing and Health, Suan Sunandha Rajabhat University. The majority of them aged 19-20. Most of them achieved 3.01-3.05 grade point average (51.7%), 85.0% of these undergraduate students lived at the dormitory. Their family's monthly income is mostly Baht 15,000-25,000 (43.0%), followed by more than Baht 25,000 per month (30.0%), 95.0% of these undergraduate students had no part-time jobs.

2. The level of stress of undergraduate nursing students

According to the assessment on levels of stress over the past 6 months of 100 second year undergraduate nursing students of College of Nursing and Health, Suan Sunandha Rajabhat University by using Suanprung Stress Test 20, it was found that 62.0 out of 100 undergraduate nursing students had a high level of stress (62.0%), followed by the second rank totaling 32.0 persons who had a moderate level of stress (32.0%), and the third rank totaling 6 persons who had a severe stress (6.0%). Most undergraduate students responded that they were stressful due to their study (89.0%), followed by expenses (6.0%).

Table 1: The level of stress over the past 6 months of second year undergraduate nursing students, College of Nursing and Health, Suan Sunandha Rajabhat University

Score Criteria of Suanprung Stress Test	Number (n=100)	%
Low stress (0-23 points)	0	0
Moderate stress (24-41 points)	32.0	32.0
High stress (42-61 points)	62.0	62.0
Severe stress (>62 points)	6.0	6.0

3. The level of anxiety of undergraduate nursing students

According to the study on the level of anxiety of second year undergraduate nursing students, most of them had a moderate level of anxiety (81.0%), followed by a low level and a high level (18.0% and 1.0%), respectively as shown in Table 2.

Level of anxiety	Low	Moderate	High	Total
Number	18.0	81.0	1.0	100
(%)	(18.0)	(81.0)	(1.0)	(100)

CONCLUSION

The findings of the study revealed that most second year undergraduate nursing students of College of Nursing and Health, Suan Sunandha Rajabhat University had a high level of stress (62.0%), followed by the second rank, i.e., a moderate level of stress (32.0%). These undergraduate students were most stressful due to their study (89.0%), followed by expenses (6.0%). Accordingly, the past study (Sujitra Uratanamane, Supawadee Lerdsamran, Jenjira Wongsrinak, Kanchanaporn Saengthong, and Anussara Rawang, B.E. 2559) conducted in third year undergraduate nursing students revealed that most undergraduate students had a high level of stress (38.1%), followed by a moderate level of stress (32.2%), and a severe stress (22.9%). With regard to the anxiety, it was found that most second year undergraduate nursing students had a moderate level of stress (81.0%), followed by a low level of stress (18.0%). The moderate level of stress is a level that deteriorates sensory function, ranging from vision, hearing, skimming, attention, concentration, and perception (Stuart, 2013), and thereby affecting learning concentration.

SUGGESTION

1. Next study should involve the relationship between stress, anxiety, and related factors of undergraduate students.

2. Since the results of this study found that most undergraduate students had a high level of stress, and some of them had a severe stress adversely affecting mental health and quality of life of undergraduate nursing students. Therefore, next study should be conducted in the form of a quasi-experimental research in order to explore how to utilize nursing practices, psychotherapy, group therapy, and other kinds of nursing therapeutics so as to reduce stress among undergraduate students who had a moderate- a high level of stress. Then, the research findings should be applied to further reduce stress of undergraduate nursing students.

3. The research findings should be utilized to acquire in-depth data regarding educational programs and student affairs since it was found that these factors had effects on stress as perceived by undergraduate students. Therefore, the in-depth study should be conducted to revise the policy to further reduce stress of undergraduate nursing students.

ACKNOWLEDGEMENT

I would like to express my appreciation to Suan Sunandha Rajabhat University for providing great support for conducting this research, and I feel grateful to all second year undergraduate nursing students for their cooperation and participation that helps contribute to the success of the research work.

REFERENCES

Boyd, D. G., & Bee, H. L. (2014). Physical and cognitive development in adolescence. **Lifespan development** (6thed.). USA; Pearson.

- Crandell, T., Crandell, C., & Vander Zanden, J. (2012). **Human development (10thed)**. New York, NY: McGraw Hill.
- Department of Mental Health, B.E. (2559) Suanprung stress test. Retrieved from <http://www.dmh.go.th/test/stress/>
- Feldman, S. R. (2008). *Adolescence*. **Upper Saddle River, NJ: Prentice Hall. Intorn, R.**
- Horwitz, A. G., Hill, R. M., & King, C. A. (2011). Specific coping behaviors in relation to adolescent depression and suicidal ideation. *Journal of adolescence*, 34, 1077-1085.
- Khater W.A., Akhu-Zaheya L.M. & Shaban I.S., (2014). Sources of Stress and Coping Behaviours in Clinical Practice among Baccalaureate Nursing Students. *International Journal of Humanities and Social Science*.(4)6, 194-202.
- Kill, R.V. (2011). **Children and their development (6thed)**. Engwood Cliffs, N.J: Prentice Hall.
- Labrague L. J., (2013). Stress, Stressors, and Stress Responses of Student Nurses in a Government Nursing School. *Health Science Journal*. (7)4, 424-435.
- Maleewan Lertsakornsiri. B.E. (2558). The Stress, Stress Management of Nursing Students during Practice in the Labor Room. *Kuakarun Journal of Nursing*. (22)1, 7-16.
- Pulido-Martos M., Augusto-Landa J.M. & Lopez-Zafra E., (2011). Systematic review of sources of stress. *International Nursing Review* © 2011 International Council of Nurses. (59)1, 15-25. Retrieved from <http://onlinelibrary.wiley.com/doi/10.1111/j.1466-7657.2011.00939.x/pdf>
- Pryjmachuk, S. (2011) **Mental Health Nursing: An Evidence-Based Introduction**. London: Sage Publication Ltd
- Varcariolis, M., E., (2013) **Essentials of Psychiatric Mental Health Nursing**. Saunder, an imprint of Elsevier. Canada
- Videbeck, L., S., (2014). **Psychiatric Mental Health Nursing (6thed)**. Lippincott Williams & Wilkins.
- Slee, T. P., Cambell, M. & Spears, B., (2012). **Child, adolescent and family development (3rd ed.)**. Melbourne: Cambridge University Press.
- Shives, L. R. (2012). Anxiety Disorder. **Basic Concepts of Psychiatric-Mental Health Nursing (8th ed.)**. Philadelphia, PA: Wolters Kluwer Health/Lippincott Williams & Wilkins.
- Stuart, W. G. (2013). *Principles and Practice of Psychiatric Nursing (10thed)*. Elsevier Inc.
- Tusana Taweekoon, Patcharin Nintachan, and Sopin Sangon, B.E. 2555). Factors Predicting Stress in Graduate Nursing Students. *Nursing Journal of the Ministry of Public Health* (22)3, 1-11
- Sujitra Uratanamane, Supawadee Lerdsamran, Jenjira Wongsrinak, Kanchanaporn Saengthong, and Anussara Rawang B.E. (2559). Stress in nursing student *Suan sunandha Rajapbat University* (Oral presentation). *Suan sunandha Rajapbat University National conference* 4th.
- Suwanee Keawkingkeaw, B.E. (2554). Stress. **Psychiatric Nursing (2nd)**. Thammasat Printing.