

A EXPLORATORY STUDY ON DEVELOPING A MODIFIED STRESS ASSESSMENT TOOL AMONG STUDENTS AT BHARATPUR RAJASTHAN

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Abstract

Every one of us experiencing stress in our life from birth till death as birth is also a stressful event for both mother and child and death too. Human beings have a natural power to cope with and manage with the stress. It is proved that mild stress is always beneficial to us because it encourages us to achieve our goals and objective. When stress is going beyond our capacity, it affects to our physiological and mental health. A survey was conducted in 2009 by American Psychological Association (APA). The survey revealed that, possible effect of stress in children was 30% and 42% of teens say they get headaches, 49% of teens report difficulty in sleeping, and 39% of teens reported eating too much or too little due to stress. So it is necessary to develop a stress assessment tool so students can easily assess the stress. In this study we develop a stress assessment tool. The modified stress assessment tool was administered to 10 students. The reliability for the tool was calculated by using cronbach's alpha method. The reliability was found to be 0.906.

Keywords: stress, stress assessment tool.

INTRODUCTION

Man's expectations or desires make his life physically and mentally strenuous. The obstacles which prevent him from achieving them, which may be personal or environmental in nature, can make life stressful. Goldstein defined "Stress is a condition where expectations genetically programmed, established by prior learning or deduced from circumstances do not match the current or anticipated perceptions of the internal or external environment." A person can be considered as unstable and well-adjusted. Unstable persons have problems in adjusting whereas a well-adjusted person is in a good harmony with himself and environment. When there are problems in adjustment, it will lead to stress. One of the most commonly felt consequences of college stress are a feeling of being overwhelmed. Nursing students seem to be more stressful because of the program requirements and other academic obstacles.

NEED OF THE STUDY-

A survey was conducted in 2009 by **American Psychological Association (APA)**. The survey revealed that, possible effect of stress in children was 30% and 42% of teens say they get headaches, 49% of teens report difficulty in sleeping, and 39% of teens reported eating too much or too little due to stress.

According to psychologists, extreme stress conditions are detrimental to human health but in moderation, stress is normal and even in many cases proves useful. Stress, nonetheless is synonymous with negative condition. Research suggests that stress can actually increase our performance. Instead of wilting under stress, one can use it as an impetus to achieve success.

Stress can stimulate one's faculties to develop deep into and discover one's true potential. Under stress, the brain is emotionally and bio chemically stimulate to sharpen its performance. What we need is to reduce the amount of negative stress(distress) enjoy and appreciate a positive stress(eustress). In India surveys of mental morbidity carried out in various parts of the country suggest a morbidity rate of not less than 18-20 per 1,000 population, and the types of illnesses and their prevalence are very much the same as other parts of the world. The numbers of specialized hospitals for mental disorders in the country are 47 with the total number of beds about 10329. The number of outdoor (old and new) mental disorders cases treated in these hospitals during 2004 in were about 896425, and 22361 cases were treated in child guidance clinics. The total numbers of new outdoor cases during 2004 in specialized mental hospitals were 6737 psychotic substance users, 55869 Schizophrenia, 31555 mood disorders, **38482 neurotic stress related**, 3417 behavioural syndromes, 906 disorders of adult personality, 4256 mental retardation, 885 disorders occurring in childhood, 1151 psychological disorder, 4577 organic disorder and 2904 unspecified mental disorders.

STATEMENT OF THE PROBLEM

"A Exploratory study on developing a modified stress assessment tool among students at Bharatpur Rajasthan."

OBJECTIVES OF THE STUDY

1. To develop a modified stress assessment tool.
2. To pilot test the utility of the modified stress assessment tool to examine reliability & validity.
3. Item wise ranking of statement of modified stress assessment tool.

RESEARCH APPROACH

Cross-sectional mixed methods sequential exploratory design.

SETTING OF THE STUDY

In this study, the setting consisted senior secondary schools of Bharatpur.

SAMPLE & SAMPLING TECHNIQUE

150 students are selected for this study.

In this study, the sampling technique **total enumeration technique** was used.

MODIFIED STRESS ASSESSMENT TOOLS

The modified stress assessment tool was prepared by the researcher to assess the stress level of B.Sc. Nursing first year students. The statement that were relevant to assess the stress levels of students were included in the tool.

The modified stress assessment tool consisted of 40 statements to avoid monotony and retain the interest of students. It consisted of statements on a three-point scale of 'Always (Score=2), Sometimes (Score=1), and Never (Score=0)'. The maximum scores and minimum scores of the modified stress assessment tool were 80 and 0 respectively. The responses were then added to yield the final scores.

Table 1-The criterion measures of stress level on the basis of stress scores.

Stress level	Stress scores
Severe	57-80
High	47-56
Moderate	37-46
Low	27-36
Very low	0-26

RELIABILITY OF THE TOOL

The reliability for the tool was calculated by using **cronbach's alpha** method. The reliability was found to be **0.906**. The result of the coefficient ranges between -1.00 through 0.00 and +1. Hence tool was proved highly reliable.

MODIFIED STRESS ASSESSMENT TOOL

INSTRUCTIONS

1. Kindly go through the questions put a tick (✓) mark in any of the three columns against each of the following statements. If the client's answer is "always" to the statement tick(✓) mark in the column "Always", If the answer is "Sometimes" then tick(✓) mark in the column "Sometimes", and if answer is "Never" to the statement put tick(✓) mark in the column "Never".
2. More than one option is not allowed.
3. The information that you provide will remain strictly confidential.
4. Attempt all questions.

Table No. 2 RATING SCALE TO ASSESS THE STRESS LEVEL OF STUDENTS

S.No.	Statement	Always	Sometime	Never
1.	I get angry very easily.			
2.	I have difficulty in making decisions.			
3.	I face conflicts with family members in minor matters.			
4.	It is difficult to keep my temper under control.			
5.	I often feel being ignored.			
6.	I often feel lonely.			
7.	I get irritated easily.			
8.	I have difficulty in concentrating.			
9.	I get upset with small issues.			
10.	I take more than usual time in doing a work.			
11.	In certain situation, I become hyperactive.			
12.	I have difficulty in finding solutions to problem.			
13.	I make careless mistakes at work.			
14.	I feel jealous on success of others.			
15.	I begin to hate others with no reasons.			
16.	I lose my patience if things are delayed.			
17.	I seem to have become forgetful.			
18.	I remain away from entertainment and recreation.			
19.	I get disturbed even in normal situation.			
20.	I am not able to like even the good behaviour of others.			
21.	I feel restless even in company of my friends.			
22.	I often dislike my studies.			
23.	I try to avoid certain situation at work.			
24.	My palm and feet remain moist with perspiration.			
25.	I often suffer from body aches.			
26.	I experience headaches/heaviness in my head.			
27.	I take time to go to sleep and my sleeping hours are less than normal (6hrs.).			

28.	I feel restless and cannot sit at one place for longer duration.			
29.	My diet has changed. It has increased.			
30.	My diet has changed. It has decreased.			
31.	I have to find work to keep myself busy.			
32.	I have digestive problems very often.			
33.	I get tired soon and feel exhausted all the time.			
34.	I often feel nervousness.			
35.	I often feel chest pain.			
36.	I don't like my relatives and fast friends.			
37.	I feel difficulty in initiating any work.			
38.	I feel there is no charm in my life.			
39.	I avoid meeting with friends.			
40.	I feel unsafe even among elders of my family members.			

This tool consisted of statement on a three point scale of “Always (Score=2), Sometimes (Score=1), and Never (Score=0)”. The maximum scores and minimum score of modified stress assessment tool was 80 and 0. This tested the stress as felt by the students psychologically and physiologically.

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