

Original Research Article

## Depression, Anxiety and Stress among Newly Admitted Undergraduate Nursing Student at Krishna Institute of Nursing Sciences Karad

Prabhuswami Hiremath<sup>1</sup>, Vaishali R Mohite<sup>2</sup>, Prakash Naregal<sup>3</sup>, Shivaji Pawar<sup>4</sup>, Manda Mulik<sup>5</sup>, Anagha Katti<sup>5</sup>, Tejas Bhosale<sup>6</sup>

<sup>1</sup>Lecturer (Psychiatric Nursing), <sup>2</sup>Dean, <sup>3</sup>Lecturer (Child Health Nursing), <sup>4</sup>Clinical Instructor (Psychiatric Nursing), <sup>5</sup>Clinical Instructor (Community Health Nursing), <sup>6</sup>Clinical Instructor (Mental Health Nursing), Krishna Institute of Nursing Sciences, Karad.

Corresponding Author: Prabhuswami Hiremath

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### ABSTRACT

Medical and nursing students repeatedly experience different stresses which render them more vulnerable to psychological problems that may affect their emotional, psychosocial and physical health. Medical school environment has been recognized as a stressful with negative effects on the academic performance, physical, and psychological well beings of the students. First year of the baccalaureate nursing programme is proved to be a period of stressors and anxiety as they face a situation of being new in the nursing profession as well facing excessive anxiety in their initial clinical posting. Persistence of anxiety for a prolonged time can adversely affect the self-esteem levels.

#### Objectives

1. To assess the level of anxiety, depression and stress among nursing students freshly starting their education.
2. To find the association of anxiety, depression and stress scores with selected socio demographical variables.

**Materials and methods:** A descriptive survey approach was employed for the study. The study was conducted in selected nursing college at Karad Maharashtra. Students who have taken admission for first year of Basic BSc Nursing were assessed by self-reporting scale Depression, Anxiety and Stress Scale (DASS-42) in their first day of college. Non probability purposive sampling technique was used to select 72 nursing students. Informed consent was taken from each participant after explaining the objectives of the study. The data collected, tabulated and analyzed in terms of objectives of the study using descriptive and inferential statistics.

**Result:** Results shows that 99% of the students were not having any signs of depression where as only 1 students had symptoms of mild depression. 51 (72%) of the students had no anxiety, 13 (18%) shows mild anxiety and only 8(11%) of the students are suffering with moderate anxiety. 69 (95%) of students had no signs of stress, Mild and moderate Stress found among 2 and 1 students respectively.

**Conclusion:** students who are newly taking admission to nursing profession will have mild form of psychological variation. It's the institutional teachers who has to focus on their psychological needs and if require students must be sent for consultation of psychiatrist after detailed counseling.

**Key words:** Depression, Anxiety, Stress, undergraduate, nursing, student.

### INTRODUCTION

Depression is a common mental disorder that presents with depressed mood,

loss of interest or pleasure, feelings of guilt or low self-worth, disturbed sleep or appetite, low energy, and poor concentration

and the 4<sup>th</sup> leading contributor to the global burden of disease (WHO). Having related depression as a risk in medical student's study of medicine it remains unclear whether the training process in medical school is causally associated with depression or that there are more students predisposed to depression among candidates for medical school. [1] Medical and nursing students repeatedly experience different stresses which render them more vulnerable to psychological problems that may affect their emotional, psychosocial and physical health. Medical school environment has been recognized as a stressful with negative effects on the academic performance, physical, and psychological well beings of the students (Firth-Cozens, 2001).

Anxiety is a set of responses that includes complex combination of the feeling of fear excessive worry, depression, nervousness and irrelevant thinking, to a class of stimuli from an individual's experience of assessment and outcome accompanied by physical sensations such as palpitations, chest pain and/or shortness of breath. In moderate level, anxiety stimulates anticipatory and adaptive responses to challenging and stressful events. [1] Excessive anxiety occurs in response to an actual or anticipated situation or as a pathological state. Adolescence is more vulnerable to anxiety, especially students. Nursing students experience a variety of stresses during their nursing education programme which in turn ignites anxiety in them. According to DSM-IV, approximately 3% of people will develop anxiety disorder during a given year and 5% of people will have anxiety at some point in their life. A college environment proved to produce anxiety in some individuals. First year of the baccalaureate nursing programme is proved to be a period of stressors and anxiety as they face a situation of being new in the nursing profession as well facing excessive anxiety in their initial clinical posting. Persistence of anxiety for a prolonged time can adversely affect the self-esteem levels. [2]

Stress is unavoidable in the 21st century which is filled with competitive opportunities. Stress among nursing students is a paramount concern of nursing educators because high stress levels often lead to decreased learning and higher drop-out rates. Moderate to high levels of stress have been found to have a negative effect on learning and impaired judgment, academic achievement, personal wellbeing and long-term professional capabilities. These experiences may interfere with the learning process in nursing students, and may put students at risk for physical or psychological problems. The nursing profession requires unique demands and challenges on students in dealing with patients. [3] Major contributing factors for stress area being away from home for the first time, maintain a high level of academic achievement, and adjust to a new social environment, financial worries, and maladjustment with peer groups regular clinical and educational assessment. The remaining workforce has to compensate for stress-related absence and increasing their workload further increases their stress and leads to poor patient care. [3]

Effectively managing emotional variations at the beginning of course is a priority for first-year nursing students. Overall the time management for the students will determine their ability to successfully negotiate their way through the remaining years of their program.

#### **Objective**

1. To assess the level of anxiety, depression and stress among nursing students freshly starting their education.
2. To find the association of anxiety, depression and stress scores with selected socio demographical variables.

#### **MATERIALS AND METHODS**

A descriptive survey approach was employed for the study. The study was conducted in selected nursing college at Karad Maharashtra. Students who have taken admission for first year of Basic BSc

Nursing were assessed by self-reporting scale; Depression, Anxiety and Stress Scale (DASS-42) in their first day of college. Non probability purposive sampling technique was used to select 72 nursing students. Formal permission was obtained from the Principal of the institution and informed consent was obtained from each participant after explaining the objectives of the study. The tool used for the study was self-reporting scale Depression, Anxiety and Stress Scale (DASS-42). The data were analyzed by using inferential and descriptive statistics such as frequency and distribution percentage, mean and standard deviation and Chi-square test.

## RESULTS

### Section A: Distribution of Nursing Students According To Socio - Demographic Variables

The data presented in table 1 shows that with respect to demographic data maximum students belongs to age of 18 years (48.611%), from rural area were (70%), staying at hostel (48%), completed education till 12<sup>th</sup> standard (95%), from good socioeconomic status (80%). As family members history of nursing profession also have significant role in emotional attachment to the profession which interim effects the psychological state of the student we have collected professional history of their any family members which shows 73% of students family member do not belong to nursing profession but 23% of student are having

any one close relatives in nursing profession. Asking regarding their complete wish to join nursing profession 91% students replied that they have full willingness to join nursing where as 9% of the students wanted to join engineering medical or economic field of study.

TABLE NO.1: Distribution of frequency and percentage of nursing students according to socio-demographic variables N=72

Demographic characteristics	Value	Percentages
<b>Age</b>		
17	26	36.1
18	35	48.7
19	5	6.9
>20	6	8.3
<b>Area of residence</b>		
Rural	51	70.8
Urban	21	29.2
<b>Locality of Staying</b>		
Hostel	35	48.6
With Friends	1	1.4
With Relatives	1	1.4
With Parents	35	48.6
<b>Education</b>		
12th	69	95.9
12th+Graduates	3	4.1
<b>Socioeconomic Status</b>		
Good	4	5.6
Average	58	80.6
Poor	10	13.8
<b>Family Members Professional History</b>		
Belongs To Nursing Profession	17	23.6
Belongs To Medical Profession	2	2.6
Belongs To Other Profession	53	73.6
<b>Indented To Join Nursing</b>		
Yes	66	91.8
No	6	8.2

### Section B: Distribution of Nursing Students According To Their Depression, Anxiety and Stress Scores

Table No-2 shows that 99% of the students were not having any signs of depression where as only 1 student had symptoms of mild depression.

TABLE NO.2: Distribution of frequency and percentage of Nursing Students according to their Depression Scores

Depression	Depression level score	Number of students	Percentages
No depression	0-9	71	99
Mild	10-13	01	01
Moderate	14-20	00	00
Severe	21-27	00	00
Extremely Severe	28+	00	00

TABLE NO.3: Distribution of frequency and percentage of Nursing Students according to their Anxiety Scores

Anxiety	Anxiety level score	Number of students	Percentages
No anxiety	0-7	30	41
Mild	8-9	26	36
Moderate	10-14	13	18
Severe	15-19	03	04
Extremely Severe	20+	00	00

**TABLE NO.4: Distribution of frequency and percentage of Nursing Students according to their Stress Scores**

Stress	Stress level score	Number of students	Percentages
No stress	0-14	26	36
Mild	15-18	27	37
Moderate	19-25	19	26
Severe	26-33	00	00
Extremely Severe	34+	00	00

Table No-3 shows that 30 (41%) of the students had no anxiety, 26 (36%) shows mild anxiety and only 13(18%) of the students are suffering with moderate anxiety and 03 (4%) with severe anxiety.

Table No-4 shows that majority 26 (36%) of students had no signs of stress, 27 (37%) of the students were having mild stress and 19 (26%) of students had moderate Stress.

There was a highly significant association found with locality of staying ( $\chi^2=0.2057$ ,  $P<0.05$ ), family members relation with nursing profession ( $\chi^2=2.73$ ,  $P<0.05$ ) and students willingness to join Nursing profession ( $\chi^2=0.6321$   $P<0.05$ ) with stress and anxiety, but rest of the sociodemographic data were not associated.

## DISCUSSION

The present study was designed to assess the Depression, Anxiety and Stress among newly admitted undergraduate nursing student at selected nursing institute at Karad. Results shows that 99% of the students were not had any signs of depression where as only 1 students had symptoms of mild depression. 51 (72%) of the students had no anxiety, 13 (18%) shows mild anxiety and only 8(11%) of the students are suffering with moderate anxiety. 69 (95%) of students had no signs of stress, mild and moderate Stress found among 2 and 1 students respectively.

A similar study conducted at Punjab, Faridkot by Rajesh Kumar, Nancy to assess stress level and coping strategies among nursing students. Results showed that 34% students were having moderate stress and 33% each were having mild and severe stress. Class of the students and their courses were found to be significantly associated with the stress level of nursing students. [4]

Prakash Mehta stated in his an exploratory study to access depression, anxiety and stress among fresh medical students that the Depression (15%), Anxiety (26%) and Stress (9.6%) were present among the fresher of medical students. [5]

Papazisis G, et conducted the study with the Aim to determine the prevalence of psychological distress, anxiety and depression among nursing students in Greece with 170 nursing students (34 males, 136 females) & completed 3 self-report questionnaires, the General Health Questionnaire (GHQ), the Beck Depression Inventory II (BDI-II) and the State-Trait Anxiety Inventory (STAI). The mean age was 21.5 years. 52.4% of students experienced depressive symptoms (34.7% mild, 12.9% moderate and 4.7% severe). Low stress personality traits were also observed in the first and the last year. However, no significant differences between the four years were observed. Results suggest that nursing students experience different levels of stress and depression and that these factors are positively correlated. [6]

R. Erol Demirbatir in his study conducted to assess the depression, anxiety and stress levels of total of 160 undergraduate music education students of the Uludag University. The mean depression, anxiety and stress levels of music education students were found as 12.24; 11.67 and 16.86 respectively. [7]

Ayat R. et al shown the prevalence of depression, anxiety, and stress among medical students were 63.6, 78.4 and 57.8%, respectively among first year medical students at Menoufiya University. Multiple social, demographic, behavioral and educational factors have been significantly ( $p < 0.05$ ) associated with most of the studied psychological illnesses,

including: gender, residence, perceived socioeconomic standard, feeling loneliness, the inability to share in families' social activities, presence of insomnia and chronic physical illnesses, studying in English language, problems with exams' criteria, lack of communication with staff members, and the organization of lectures' timetable. [8] S .N. B. Inam et al assessed anxiety and depression levels among medical students of a private University by using a self-administered anxiety and depression questionnaire & found out that 113 (60%) students had anxiety and depression. Prevalence of anxiety and depression in students of 4th year, 3rd year, 2nd year and 1st year was 49%, 47%, 73% and 66% respectively. It was significantly higher in 1st year and 2nd year, as compared to 3rd and 4th year ( $p < 0.05$ ). It was seen that birth order, monthly income, number of siblings and monthly expenditure on education did not affect the prevalence of anxiety and depression. [9]

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