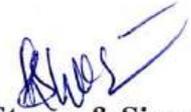


Maharashtra University of Health Sciences, Nashik
Inspection Committee Report for Academic Year 2026- 2027
Attendance Details / Research Details / Welfare Scheme Details

Faculty: - Nursing Faculty

Name of College /Institute: - Shree Saraswati College of Nursing, Tondavali (B.B.Sc. Nsg)

| | | |
|---|---|---------------|
| 1 | Attendance | |
| | Teaching Staff | Available |
| | Non teaching staff | Available |
| | Hospital Staff | NA |
| | UG &PG Students | Available |
| 2 | Project | Available |
| | ResearchArticles/Publications | Available |
| | Research Award (Student/Teacher) | NA |
| 3 | UtilizationofStudentWelfareSchemes:- | |
| | Earnand Learn Scheme | NA |
| | Dhanwantri Vidyadhan Scheme | NA |
| | Sanjivani Student Safety Scheme | NA |
| | Student Safety Scheme | NA |
| | Book Bank Scheme | NA |
| | Savitribai Phule Vidyadhan Scheme | Available |
| | Bahishal Shikshan Mandal Scheme | NA |
| 4 | Sportparticipants/OtherActivities: | |
| | i) Information of Student(s) who participated University level & State level Avishkar Competition. | NA |
| | ii) Information of Student (s) who participated in Regional Sport Competition & State level Sports Competition. | Copy Uploaded |
| | iii)InformationofStudent(s)whoparticipatedin CulturalActivities. | NA |
| | iv) Does the college have NSS Unit? | Available |
| 5 | Whether "Swaccha Bharat Abhiyan" implemented in college | Available |


Dean/Principal Stamp & Signature

Principal
 Shree Saraswati College of Nursing (B. Sc. Nsg)
 Tondavali, Tal. Kankavli, Dist. Solapur



*International Journal
of Advance Research in Nursing*

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Peer Reviewed Journal, Refereed Journal, Indexed Journal

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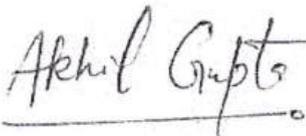
This certificate confirms that "**Dhanraj P Kharat**" has published manuscript titled "**A study to assess the academic stress and coping strategies among First-year B.Sc. Nursing students in selected Nursing colleges of Sindhudurg district**".

Details of Published Article as follow:

Volume : **9**
Issue : **1**
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Certificate No.: **9-1-27**

Yours Sincerely,



Akhil Gupta
Manager
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Principal
Shree Saraswati College of Nursing (B. Sc.)
A/o -Tondavali, Tal. Kanakoli, Dist. Sindhudurg



A study to assess the academic stress and coping strategies among First-year B.Sc. Nursing students in selected Nursing colleges of Sindhudurg district

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Abstract

Academic stress is a mental condition wherein students feel the pressure of academic requirements beyond their capability to endure. Study adopted a quasi-experimental pre-test and post-test design. The study conducted in selected nursing colleges in Sindhudurg district, Maharashtra. Target population was total 50 First-year B.Sc. Nursing students enrolled in selected colleges. Purposive sampling was used to select students who are eligible and willing to participate. Structured Stress Management Program was delivered which includes Understanding academic stressors, Group discussion on stress experiences, Coping Skills Training, Problem-solving and time management techniques and Goal-setting exercises. The mean pre-test score was 20.22 ± 4.17 , which reduced to a mean post-test score of 15.46 ± 3.43 after the intervention. The mean difference between pre- and post-test scores was 4.137. The calculated paired *t*-test value was 15.365, and the *p*-value was < 0.0001 . The structured stress management program significantly reduced perceived stress among participants.

Keywords: Academic stress, coping strategies, first-year B.Sc. nursing students

Introduction

Academic stress is a psychological condition in which students experience pressure from academic demands that exceed their coping capacity. Nursing students differ from other students as they must manage theoretical learning, clinical practice, and assessments simultaneously. Moreover, first-year B.Sc. Nursing students undergo a transition from a school environment to professional nursing education, which may increase their stress levels. Studies indicate that nursing students experience moderate to severe stress due to heavy academic workload, fear of failure, time-management difficulties, and pressure to perform well in clinical settings. If not managed effectively, such stress may result in mental health issues, poor academic performance, and a reduced quality of life.

Coping is a term that refers to the ways individuals think and behave to deal with stress. Good coping habits like identifying the problem, managing time efficiently, or asking for help can soften the impact of stress. On the other hand, bad coping habits, like running away or saying no to reality, can make the problem worse and thus, negatively influence one's academic performance.

The first academic year of B.Sc. Nursing is a very crucial time of transition during which students encounter a variety of challenges both in the classroom and in the clinical setting. Stress levels among this group tend to get so high

that it can lead to some negative changes in their emotional well, being, loss of motivation and poor academic performance. Studies have not looked at this issue very much in places like Sindhudurg which has its own unique educational, social and cultural influences that can affect the way students experience stress and how they deal with it. There aren't many quantitative researches which show the relationship between academic stress levels and specific coping methods as well as demographic factors which points out to the necessity of having a structured evaluation of the first, year students. All these points support the need for this study which aims at exploring in, depth the academic stress and coping strategies of first, year B.Sc. Nursing students in Sindhudurg.

The problem of academic stress and associated mental health issues is highly relevant for first, year B.Sc. Nursing students who, besides facing the usual transition challenges, need to acquire knowledge and skills in hospital settings. The findings of this study will be a resource in the planning of mental health promotion activities and educational strategies for students who will be inducted in the nursing profession in the future. In essence, this research work will enhance our understanding of academic stressors and coping strategies of first, year nursing students, thus paving the way for the development of tailored programs for the management of stress and the

promotion of mental health.

2. Aim of the Study

To assess the level of academic stress and coping strategies among first-year B.Sc. Nursing students in selected nursing colleges of Sindhudurg district.

3. Objectives of the Study

1. To assess the level of academic stress among first-year B.Sc. Nursing students.
2. To assess the coping strategies used by first-year B.Sc. Nursing students to manage academic stress.
3. To determine the association between academic stress levels and selected demographic variables of first-year B.Sc. Nursing students.

4. Materials and Methods

This study adopted a quasi-experimental pre-test and post-test design aimed at assessing the effectiveness of a structured stress management intervention on academic stress levels and coping strategies among first-year B.Sc. Nursing students. The study conducted in selected nursing colleges in Sindhudurg district, Maharashtra. Target population was total 50 First-year B.Sc. Nursing students enrolled in selected colleges. Purposive sampling was used to select students who are eligible and willing to participate. Demographic Questionnaire was administered and pre-test level of stress assessed then Structured Stress Management Program was delivered which includes Understanding academic stressors, Group discussion on stress experiences, Coping Skills Training, Problem-solving and time management techniques and Goal-setting exercises.

5. Results

Table 1: Demographic Characteristics of the Participants

| Variable | Category | Frequency (f) | Percentage (%) |
|-----------------|-----------|---------------|----------------|
| Gender | Male | 7 | 14 |
| | Female | 43 | 86 |
| Age | 18 | 43 | 86 |
| | 19 | 7 | 14 |
| Language | Marathi | 50 | 100 |
| | Hindi | 0 | 0 |
| Religion | Hindu | 47 | 94 |
| | Muslim | 1 | 2 |
| | Christian | 2 | 4 |
| Residential | Hostel | 8 | 16 |
| | Home | 42 | 84 |
| Type of Family | Nuclear | 29 | 58 |
| | Joint | 21 | 42 |
| Economic Status | Lower | 0 | 0 |
| | Middle | 45 | 90 |
| | Upper | 5 | 10 |

Table 2: Pre-test Frequency and percentage distribution of perceived stress levels based on the PSS scores

| Stress Level | Score Range | Frequency | Percentage (%) |
|-----------------|-------------|-----------|----------------|
| Low stress | 0-13 | 2 | 4 |
| Moderate stress | 14-26 | 46 | 92 |
| High stress | 27-40 | 2 | 4 |
| Total | | 50 | 100 |

The table 2 shows how stress levels were distributed among

the participants. Most of them, 46 (92%), were experiencing moderate stress, with scores between 14 and 26. Only 2 participants (4%) reported low stress, while another 2 (4%) had high stress levels. Overall, the results indicate that moderate stress was common, and very few participants experienced either low or high stress.

Table 3: Post-test Distribution of First-Year B.Sc. Nursing Students According to Perceived Stress Level

| Stress Level | Score Range | Frequency (n) | Percentage (%) |
|-----------------|-------------|---------------|----------------|
| Low Stress | 0-13 | 16 | 32.0 |
| Moderate Stress | 14-26 | 34 | 68.0 |
| High Stress | 27-40 | 0 | 0.0 |
| Total | | 50 | 100 |

The table 3 describes the distribution of stress levels among the participants. Moderate stress was observed in the majority of participants, with 34 (68.0%) scoring between 14-26. Low stress levels were reported by 16 participants (32.0%), with scores ranging from 0-13. Notably, no participants (0.0%) were found to have high stress levels, as none scored between 27-40. Overall, the findings indicate that most participants experienced moderate stress, while a considerable proportion had low stress.

Table 4: Comparison of pre-test and post-test level of Stress

| Pre-test | | Post-test | | Mean Difference | Paired t test value | p value |
|----------|------|-----------|------|-----------------|---------------------|---------|
| Mean | SD | Mean | SD | | | |
| 20.22 | 4.17 | 15.46 | 3.43 | 4.137 | 15.365 | <0.0001 |

Table 4: The effectiveness of the intervention was assessed using a paired *t*-test. The mean pre-test score was 20.22 ± 4.17, which reduced to a mean post-test score of 15.46 ± 3.43 after the intervention. The mean difference between pre- and post-test scores was 4.137. The calculated paired *t*-test value was 15.365, and the *p*-value was < 0.0001, indicating a highly statistically significant difference between pre-test and post-test scores. This result suggests that the intervention was effective in significantly reducing perceived stress among the participants.

Table 5: Association between Selected Demographic Variables and Level of Stress among First-Year B.Sc. Nursing Students

| Demographic Variable | | Low Stress | Moderate Stress | High Stress | χ^2 value | df | p value |
|----------------------|-----------|------------|-----------------|-------------|----------------|----|---------|
| Gender | Male | 0 | 5 | 2 | 9.94 | 2 | 0.007 |
| | Female | 2 | 41 | 0 | | | |
| Age | 19 | 2 | 40 | 1 | 3.51 | 2 | 0.17 |
| | 20 | 0 | 6 | 1 | | | |
| Language | Marathi | 2 | 46 | 2 | — | — | — |
| | Hindi | 0 | 0 | 0 | | | |
| Religion | Hindu | 0 | 45 | 2 | 6.24 | 4 | 0.18 |
| | Muslim | 1 | 0 | 0 | | | |
| | Christian | 1 | 1 | 0 | | | |
| Residential Area | Hostel | 0 | 7 | 1 | 1.79 | 2 | 0.41 |
| | Home | 2 | 39 | 1 | | | |
| Type of Family | Nuclear | 1 | 27 | 1 | 0.12 | 2 | 0.94 |
| | Joint | 1 | 19 | 1 | | | |
| Economic Status | Lower | 0 | 0 | 0 | 3.21 | 2 | 0.20 |
| | Middle | 2 | 42 | 1 | | | |
| | Upper | 0 | 4 | 1 | | | |

Table 5 shows there was no any Association between Selected Demographic Variables and Level of Stress among First-Year B.Sc. Nursing Students at the level of $p < 0.05$ except Gender which found Association between Level of Stress

6. Discussion

The current research revealed a statistically significant decline in academic stress among first, year B.Sc. Nursing students post, intervention which is depicted by a drop in mean stress scores from 20.22 to 15.46 in the pre, test to 15.46 to 13.43 in the post, test. The very significant paired t value ($t = 15.365$, $p < 0.0001$) strongly supports the efficiency of the intervention in lessening perceived stress. These results are consistent with the literature that points out the first, year nursing students' susceptibility to academic stress due to the heavy curriculum, clinical exposure, and need for adjustment to a new educational environment

Numerous studies indicate that nursing students' stress levels were reduced substantially after they underwent structured stress management or coping, based interventions. A study by Pulido, Martos *et al.* showed that a targeted stress reduction program significantly helped undergraduate nursing students in feeling less stressed and in their emotional well, being. Similarly, Reeve *et al.* demonstrated that psychoeducational and coping skills interventions were capable of lessening academic stress during the initial period of nursing education.

Such a large drop in stress can also be credited to better coping strategies that were taught during the intervention. Labrague *et al.* emphasized that nursing students who change to problem, focused and adaptive coping strategies show less perceived stress and better academic adjustment. The current results indirectly confirm this view, indicating that developing coping skills is probably the key factor in stress reduction. Similar findings were demonstrated in India by Singh *et al.*, who also found a significant decrease in perceived stress scores after a structured stress management program among nursing students, thus pointing to the cultural relevance and applicability of such interventions in Indian nursing colleges. This strengthens the external validity of the current findings for similar academic environments. Besides, the extent of statistical significance ($p < 0.0001$) in the present study is more or less the same as the results of Shiferaw *et al.*, who after the coping and resilience training of health science undergraduates noticed a sharply significant decrease in their stress levels.

7. Conclusion

The structured stress management program, which included sessions on stress awareness, coping skills, time management, problem-solving, mindfulness, and relaxation techniques, significantly reduced perceived stress among participants.

8. Conflict of Interest

Not available.

9. Financial Support

Not available.

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