

Impact of modified diversional therapies on level of stress and coping strategies regarding academic stress management among B.sc nursing students studying in selected nursing college at Palghar district

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Abstract—BACKGROUND:

Stress is pervasive issue among students affecting their mental health, academic performances and overall well-being. The aim is to explore the impact of stress management techniques such as mindfulness, relaxation and time management. On student stress levels and behavioral outcomes by identifying effective stress management techniques, educators and policy makers can create a supportive learning environment that promotes students' overall well-being.

METHODOLOGY:

The research design adopted for the present study was descriptive study, data collection and Likert scale. The settings were the Riddhi Vinayak College of Nursing, Nallasopara, Palghar. Using the non-probability purposive sampling technique no samples were identified as per inclusions and exclusion criteria. Adequate information regarding the purpose of the study was provided and consent was obtained. The demographic data was collected following this; a Likert scale was used to assess the level of academic stress and coping strategies among sixth semester BSc nursing students. The data was organized semantically and was analyzed using descriptive and inferential statistics.

RESULTS:

Findings of the present study revealed that there is no significant association between academic stress on coping strategies among 6th semester BSc. Nursing students as the chi-square was 3.542 and the p value was 5.991

CONCLUSION:

We undertook the present study for level of stress and coping strategies among the sixth semester BSc. nursing students. The finding of our study shows there is no association between academic stress on coping strategies with regards to selected demographic variables

Index Terms—Level of academic stress, coping strategies, nursing students

I. INTRODUCTION

Stress is neutral reaction of the body and mind that occurs when a person faces challenges, pressure or difficult situation. It is not always harmful because it's a normal part of life. That everyone experiences from time to time. Stress affects different parts of person life. Such as the body emotional and thoughts, there are main aspects of our body can affect like physically, mental and emotional, physically, stress may cause tiredness, headache, rapid heartbeat or digestive problems. Mentally, stress can make it difficult to think clearly or make decisions. Emotionally it makes person feel anxious, anger or sad.

Because stress affects the body. It is important to maintain overall health and well-being to understand the importance of maintaining health.

Modified Diversional Therapy was very important for nursing students because stress was not controlled; it can harm both their studies and health if stress keep increasing. Thus, modified diversional therapy means a activities that are adapted to manage stress and

emotions, or any challenging situations. Modified diversional therapies include various therapies such as music therapy, art therapy, meditation, some relaxation techniques etc. Students may feel less motivated, lose confidence or even start thinking that nursing was not the right field for them. By using these therapies, they will develop confidence, motivation and positive attitude towards nursing field.

STATEMENT OF THE PROBLEM:

“Impact of modified diversional therapies on level of stress and coping strategies regarding academic stress management among B.sc nursing students studying in selected nursing college at Palghar district.”

OBJECTIVES OF THE STUDY

Before intervention: -

- 1) To assess level of stress regarding academic stress management among B.sc nursing students studying in selected nursing college at Palghar district.
- 2) To find out coping strategies regarding academic stress management among B.sc nursing students studying in selected nursing college at Palghar district.
- 3) To prepare modified diversional therapies module (lesson plan / ppt) regarding coping strategies for B.sc nursing student studying in selected nursing college at Palghar district

After intervention: -

- 1) To implement modified diversional therapies
- 2) To compare the effectiveness of modified diversional therapies regarding coping strategies among B.sc nursing student studying in selected nursing college at Palghar district.
- 3) To determine the association of modified diversional therapies on coping strategies among B.sc nursing students studying in selected nursing college of Palghar district with their sociodemographic variable.
- 4) To evaluate the correlation of modified diversional therapies on level of stress and coping strategies regarding academic stress management among B.sc nursing student studying in selected nursing college of Palghar district.

II. METHODOLOGY

The Experimental study was carried out on 7th semester B.sc Nursing students of Riddhi Vinayak College of Nursing, Palghar from July 2026 to December 2026, self-structured questionnaire for socio- demographic data. Modified perceived stress Scale for assessing perceived stress level and Modified Coping strategies Scale for assessing coping strategies were used for collecting the data.

Study Design: Experimental Research Design (one group pre-test and posttest research design)

Study Location: Riddhi Vinayak College of Nursing, Palghar.

Sample size: 41 students

Selection Method: The study population was drawn from 6th semester B.sc Nursing students by using non-probability purposive sampling techniques

SELECTION CRITERIA

1. Inclusion criteria

- * The students who are studying in BSc Nursing program.
- * The students between the age group of 18-26 years.
- * The students who are physically and mentally stable.
- * The students who are available at the time of data collection.
- * The students who are able to understand, read and write the English.
- * The students who are willing to participate in the study.

2. Exclusion criteria

- * The students who are not studying in the selected educational institutes of Palghar district, Maharashtra.
- * The students who are physically and mentally unstable.
- * The students who are absent at the time of data collection.
- * The students who are not able to understand, read and write the English language.
- * The students who are not willing to participate in the study.

Tools for data collection:

Section A : question consists of seven demographic variables :

(Age , gender type of family members in the family religion, place of living, mothers education, father education, mother occupation, father occupation, family income current course, hobbies selection of course.)

Section B : Likert scale on perceived stress scale given out to the students.

- Level of stress Scoring

1. Profound 80 above
2. Severe 60-80
3. Moderate 40-60
4. Mild 20-40
5. Normal Below 20

Section C : Likert scale on coping strategies given out to the student.

- Coping strategies Scoring

1. Excellent 80 above
2. Very good 60-80
3. Good 40-60
4. Average 20-40
5. Poor Below 20

Ethical Consideration:

Permission was taken from Principal of Riddhi Vinayak College of Nursing, Palghar. Permission was taken from class coordinator of 6th semester B.sc Nursing. Confidentiality of all participants was taken into account. Informed consent was obtained from all the participants after explaining the purpose and details of the study.

III. RESULTS

The analyzed data were categorized into four sections.

- Section A : Question consists of seven demographic variables :

(Age, gender, type of family, members in the family, religion, place of living, mothers' education, father education, mother occupation, father occupation, family income, current course, hobbies selection of course.)

- Section B: Modified Perceived Stress Scale Pre-Post test.
- Section C : Modified Coping Strategies Scale pretest and posttest.
- Section D : Association of Academic Stress on Coping Strategies.

SECTION A : Analysis of demographic variables.

Description of samples based on their personal characteristics in terms of frequency and percentage of demographic variables. This section is depicted from figure 1.1 to 1.7

N= 41

Figure 1.1: Frequency and distribution of demographic variable with regard to age.

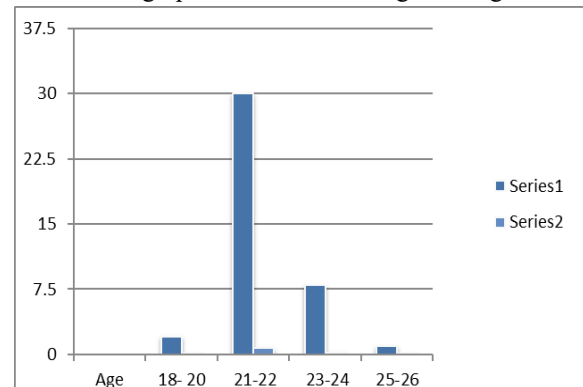


Figure 1.2: frequency and distribution of demographic Variable with regards to Gender

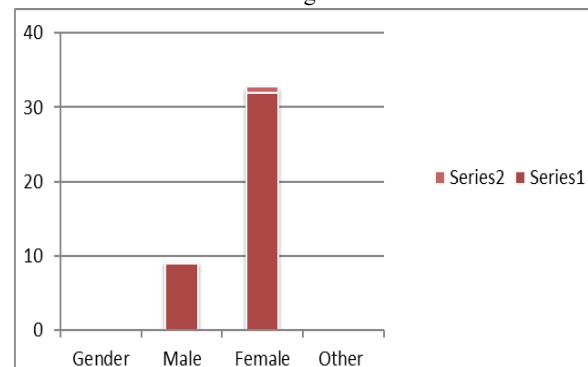


Figure 1.3 Frequency and percentage distribution of demographic variables with regard type of family.

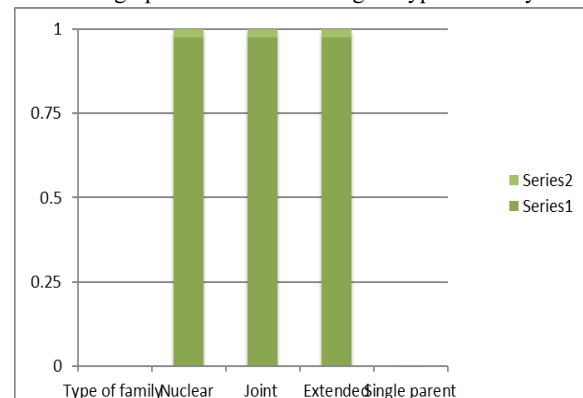


Figure 1.4: Frequency and percentage distribution of demographic variables with father occupation.



Figure 1.5: Frequency and percentage distribution of demographic variables with regards to mothers' occupation.

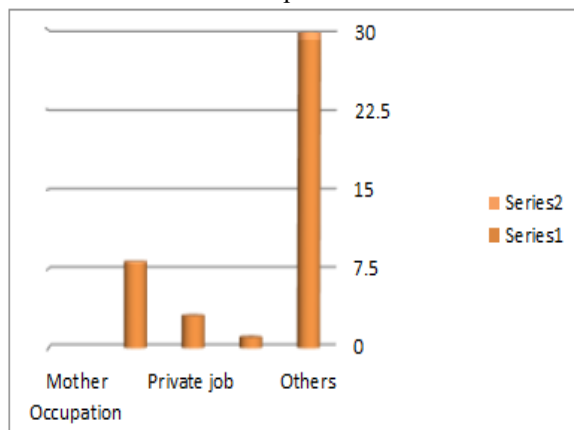


Figure 1.6 : Frequency and percentage distribution regards to family income on demographic data

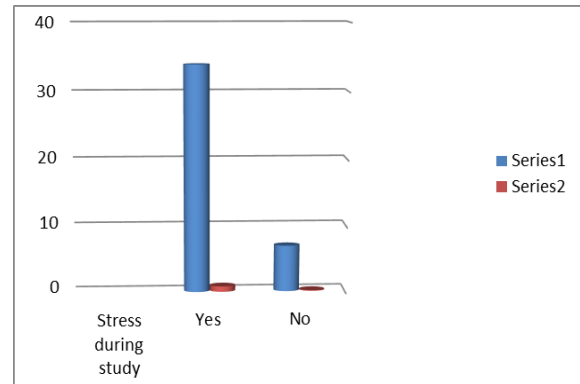
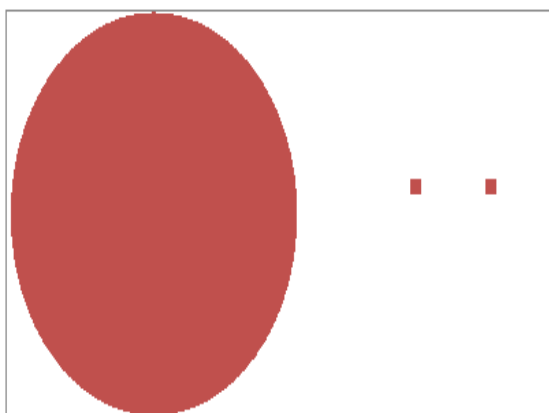
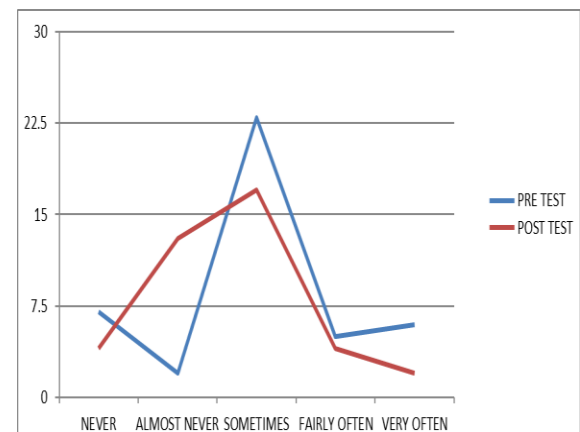


Figure 1.7: - Frequency and distribution of stress and coping strategies with regards to students feel stress during studies.

SECTION B :- MODIFIED PERCEIVED STRESS SCALE PRE- POST TEST

Table 2.1 :- Distribution of sample in relation to their response in question no 9 in pre and posttest .

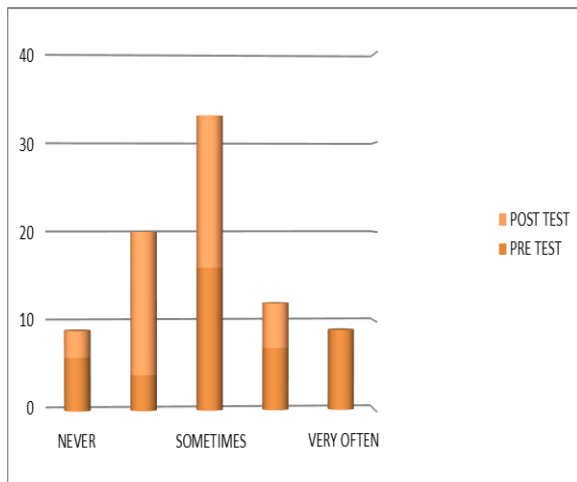
Q9	NEVER	ALMOST NEVER	SOMETIMES	FAIRLY OFTEN	VERY OFTEN
PRE TEST	7	2	23	5	6
POST TEST	4	13	17	4	2



The table and charts present the distribution of responds according to the answer questions no.9 in pretest sometimes students feel stress due to not doing enough academically rather than posttest.

Table 2.2 :- Distribution of sample in relation to their response in question no 10 in pre and Post test.

Q10	NEVER	ALMOST NEVER	SOMETIMES	FAIRLY OFTEN	VERY OFTEN
PRE TEST	6	4	16	7	9
POST TEST	3	16	17	5	0

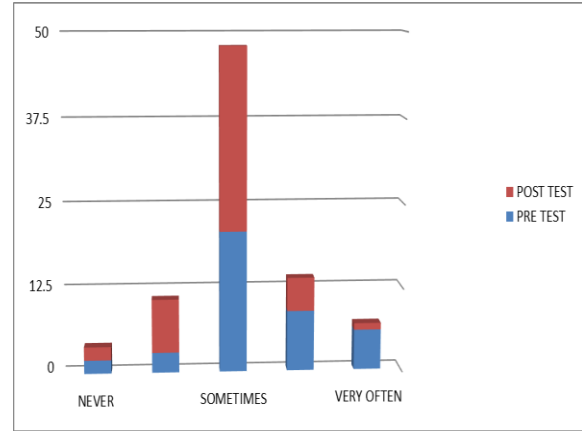


The table and graph present the distribution of responds according to the answer questions no.10 in pretest sometimes students affect their daily life activities due to academic stress while in posttest sometimes students affect their daily life activities due to academic stress.

Table 2.3 :- Distribution of sample in relation to their response in question no 17 in pre and posttest .

The table and chart present the distribution of responds according to the answer questions no. 17 in pretest and Post test sometimes students felt difficulty in concentration.

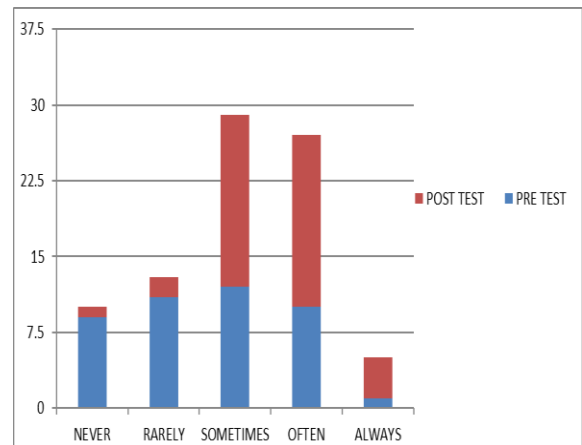
Q17	NEVER	ALMOST NEVER	SOMETIMES	FAIRLY OFTEN	VERY OFTEN
PRE TEST	2	3	21	9	6
POST TEST	2	8	27	5	1



SECTION C:- MODIFIED COPING STRATEGIES SCALE PRETEST AND POST TEST

Table 2.4 :- Distribution of sample in relation to their response in question no .6 in pretest and Post test .

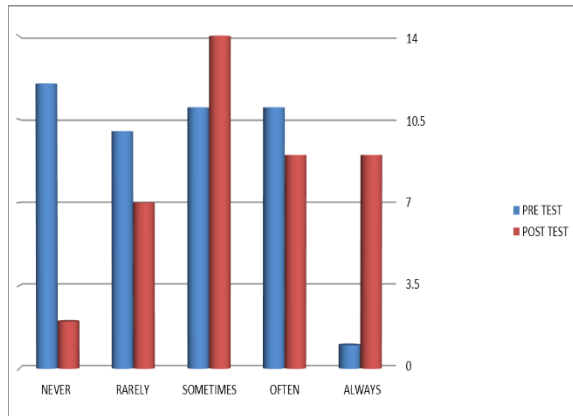
Q6	NEVER	RARELY	SOMETIMES	OFTEN	ALWAYS
PRE TEST	9	11	12	10	1
POST TEST	1	2	17	17	4



The table and chart present the distribution of responding according to the answer questions no. 6 in the pre test and Post test students were prioritizing the task and manage time in academic stress was less in pre test but more in Post test.

Table 2.5 :- Distribution of sample in relation to their response in question no 3 in pre and Post test .

Q3	NEVER	RARELY	SOMETIMES	OFTEN	ALWAYS
PRE TEST	12	10	11	11	1
POST TEST	2	7	14	9	9

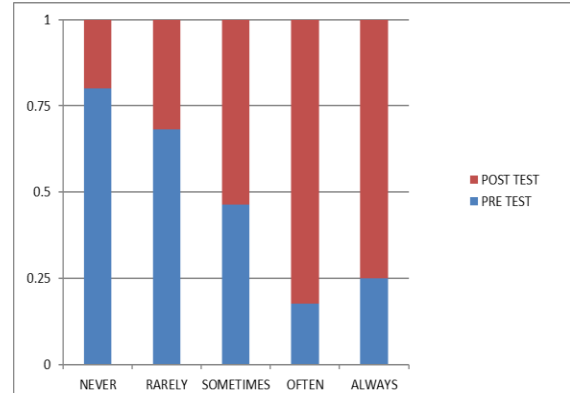


The table and graph present the distribution of responds according to the answer questions no 03 in pretest the students never identify the cause of academic but posttest sometimes students try to identify the cause of academic stress.

Table 2.6: - Distribution of sample in relation to their response in question no 17 in pre and posttest.

The table and chart present the distribution of responds according to the answer questions no .17 in pretest the students never focus on present moment and let go worries about future but in post they often worries about the future.

Q17	NEVER	RARELY	SOMETIMES	OFTEN	ALWAYS
PRE TEST	8	15	13	3	1
POST TEST	2	7	15	14	3



SECTION D:- ASSOCIATION OF ACADEMIC STRESS ON COPING STRATEGIES

Table 3.1 : Association of academic stress on coping strategies of 6th SEM BSc nursing students .

Gender	Sometime	Often	Always	Chi - square	P Value
Male	4	3	2	3.542	5.991
Female	16	7	9	3.542	5.991

According to the samples taken for the study the data analysis findings shows that there is no significant association between academic stress on coping strategies on 6th SEM BSC nursing students with selected demographic variables since the chi - square was 3.542 and the p value was 5.991 Hence the H₀ is rejected.

IV. DISCUSSION

The present study was designed to assess the level of stress and coping strategies. Among sixth semester nursing students of Riddhi Vinayak college of Nursing, Palghar, in order to achieve the objectives. In this study out of 41 samples majority the students that is 30 out of 41 (73.17%) were between the age of 21–22 years, 8 out of 41 (19.51%) were between age of 23–24 years were between the age of 21–23 years, Samples were constituted by females. The descriptive cross-sectional study was conducted at college of nursing, Kottayam by Mary.A"et al." In 2023. The aim of the study was to find out the stress level and the factor causing stress among nursing students. The sample size was 110 b.sc 58nursing and GNM students selected through proportionate stratified sampling. The result showed that most of the students

(54.55) % experienced a moderate level of stress, while (38.18%).

A cross-sectional study conducted at in Belgavi city by Talwar.N(2025) the study aim to assess the students' attitude towards stress management exploring awareness practice and perceived effectiveness. The sample size was 100 undergraduate and postgraduate students selected through stratified sampling method and Chi- square test was used for analyse data. The majority of respond students were 60%female and 58% postgraduate. The study find that exam pressure and academic work load are the main reason in students to experience stress, while result concluded that (24%) time management and meditation and , (20%) breathing exercise are most effective.

V. CONCLUSIONS

The study was conducted to find out the stress level and coping methods of sixth semester b.sc nursing students. The results showed that there is no association between stress level and coping strategies when compared with the selected demographic variables.

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