



THE QUALITY OF LIFE AMONG NURSING STUDENTS RELATED TO STRESS AND ACADEMIC PRESSURE IN NORTH BORNEO LOCAL UNIVERSITY

Mazlinda Musa¹, Rosnah Majin¹, Rohani Mamat^{1*}, Malehah Mohd Noh², Siti Fatimah Sa'at³

¹Department of Nursing, Faculty of Medicine & Health Science, University Malaysia Sabah, Sabah 88400, Malaysia

²Department of Medicine, Faculty of Medicine & Health Science, University Malaysia Sabah, Sabah 88400, Malaysia.

³Department of Professional Nursing Studies, Kuliyah of Nursing, National Islamic University, Pahang, Malaysia.

*rohanim@ums.edu.my

ABSTRACT

Nursing students often face high levels of stress and academic pressure due to the demanding nature of their coursework, clinical rotations, and the responsibility of caring for patients. Therefore, the aim of this study is to identify the association between Quality of Life and stress plus academic pressure among nursing student in north Borneo local university. Material and Method – Cross sectional study design was used, with 55 respondents using Academic Pressure Scale (APS) and Overall Quality of Life scale (WHOQOLS) as the questionnaire was analyse using Chi-square test. Result – The probability value obtained from Pearson Chi-Square was 0.014 is less than predetermined alpha value (0.05), thus the null hypothesis was rejected. Conclusion: There is significant association between WHOQOL and the APS underscores the interconnectedness of students' perceived quality of life and their experience of academic stress.

Keywords: academic pressure; quality of life; nursing students; stress; well-being

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INTRODUCTION

Nursing students often face high levels of stress and academic pressure due to the demanding nature of their coursework, clinical rotations, and the responsibility of caring for patients. The quality of life among nursing students can be affected by these stressors, which can have a negative impact on their mental health, physical health, and overall well-being. Research has shown that stress and academic pressure can lead to burnout, anxiety, depression, and other mental health issues among nursing students (Alsulami, S., et. al., (2018), Berdida, D. J. E., & Grande, R. A. N. (2023), Burnard, P., et. al., (2008). This can also have an impact on their academic performance, as well as their ability to provide safe and effective patient care.

Stress can come from a lot of sources, one of them is workplace stress where it may be detrimental to one's physical and mental health, and excessive levels of it have been linked to high staff absenteeism and low productivity (Richardson & Rhostein, 2008). Another stress, source is associated with clinical practice. According to Sheu et al. (2002), taking care of patients and lack of knowledge and professional skills were the two most frequent stressors. Lack of expertise and capacity to give nursing care and diagnostics, unfamiliarity with history

and medical jargon, and worry about bad grades were the specific factors connected to these most stressful scenarios. Academic pressure also is one of the sources of stress. Exams and assessments, worry about failing the course, and handling financial aid are listed as the scenarios that nursing students view as stressful (Prymachuk & Richards ,2007a,b).

Stress among students was significantly influenced by academic pressure. In addition to the homework assignments, there were frequently term papers and class projects that must be completed and turned in by a particular deadline. Stress was a result of the pressure these assignments placed on nursing students and their desire to achieve academic success. Additionally, students were under pressure from those close to them, like their family, friends, and even teachers, to perform well in their academic work. Many people even resort to academic dishonesty like cheating on exams as a result of the pressure to live up to these high standards.

Stress is a dynamic association between a person and their surroundings. Demands, restrictions, and opportunities associated with employment maybe seen in this association as posing a danger to the individual's resources and abilities (Kohler et al. 2006).During their training, nursing students experience stress from both their academics and their jobs. The sources of stress, or stressors, which interact and cause the development of stress in organizational settings, are one area of interest in research on workplace stress (Spielberger & Reheiser 2005). A more comprehensive approach has been taken in recent decades in the research on workplace health, which was formerly more concerned with preventing physical dangers.

Emergent psychosocial risks, such occupational stress, are special importance in this setting. The adverse impacts of stress on a person include behavioral, psychological, and physical disorders (Shirom 2003). Stress affects practically every profession, as shown by a number of reports from occupational health organizations, However, there are more sources of stress and higher levels of stress among health professionals, particularly nurses, with detrimental effects on their health (Demeuroti et al. 2000; Humpel & Caputi 2001; Lim et al. 2010). Stress is a psychosocial element that affects nursing students' wellbeing and academic performance (Sawatzky 1998). Therefore, this study is aim to identify the association between the quality of life of among nursing student with stress and academic pressure.

METHOD

Research design: The study design used in this study is a cross-sectional survey with printed questionnaire distributed to the participants. They were given about 15 minutes to complete the questionnaire. Population and sample research: This study was using convenient sampling method, enrolling a total of 62 respondents who met the inclusion criteria. Materials and research tools: The current questionnaire consists of 3 sections which are Section A, section B and section C. Section A consists of demographic data of the respondents; Section B is the Academic Pressure Scale (APS) and section C is Overall Quality of Life scale (QOLS) related to stress and academic pressure among UMS nursing student. The Academic Pressure Scale (APS) and Overall Quality of Life scale (QOLS) would utilized to assess the awareness, belief and knowledge on how certain behaviors, activities, and thoughts on stress may influence the quality and quantity of stress.

Collection / research stages: Returned questionnaires were checked for completeness, and data were analyzed through descriptive and inferential statistics, such as correlation and regression analyses. Original questionnaire consists of 40 items, for this study only 33 items

as the items no 3, 20, 27,28,31, 33 and 38 has been removed from the original questionnaire as it is not related to this study. The Data was group under Personal inadequacy (covering question no. 01 to 08 except no 3), Fear of Failure (Covering question no. 09 to 16), Interpersonal difficulties with Teachers (Covering question no. 17 to 23), Teacher – Pupil Association (Covering question no. 24 to 28), Inadequate Study Facilities (Covering question no. 29 to 33). The original question consists of 40 items the group as: Personal inadequacy (covering question no. 01 to 08), Fear of Failure (Covering question no. 09 to 16), Interpersonal difficulties with Teachers (Covering question no. 17 to 24), Teacher – Pupil Association/ Teaching Method (Covering question no. 25 to 32), Inadequate Study Facilities (Covering question no. 33 to 40) as suggested by Sharon, C.P., (2020).

Section C is Overall Quality of Life scale (WHOQOLS) consist 20 items with 5 points Likert Scale range from score 1 point as Very Satisfied, 2 point is Satisfied, 3 point is Neither satisfied nor dissatisfied, 4 point is Dissatisfied and 5 points for Very Dissatisfied. The original data consist of 26 items, but for this study only 19 items was used. Questions no 3,4,5,7,8,9 and 21 was removed from the original questionnaire. Data analysis: The data was analyse using SPSS version 26, descriptive analyses was use for demographic section and chi-square was used to identify the association between the quality of life of among nursing student with stress and academic pressure

RESULTS

Demographic Data

Year

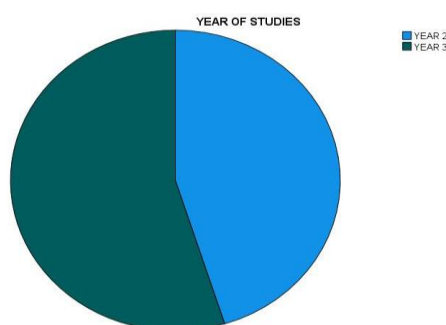


Figure 1: Results above show respondents current year of study. 45.2% of our respondents are from year 2 and the percentage of year 3 nursing students that participate in our research is 54.8%.

Age

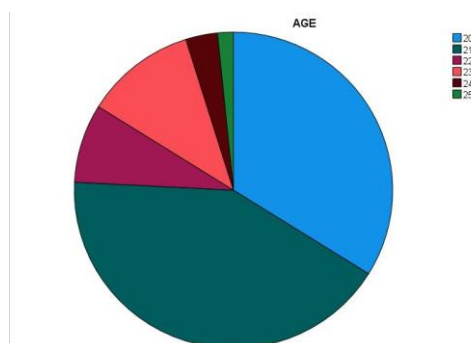


Figure 2: Age of respondents that have participated in this study. 33.9% respondents are 20 years old, 41.9% is 21 years old, 8.1% is 22 years old, 11.3% is 23 years old, 3.2% is 24 years old and 1.6% is 25 years old.

Gender

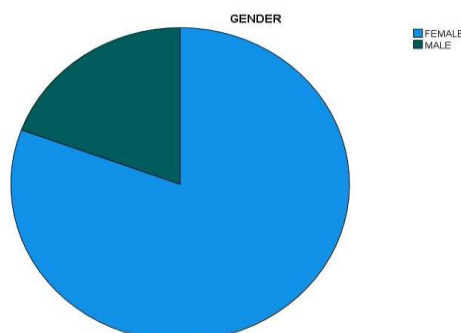


Figure 3: Gender of respondents Result shows the percentage of female respondents are N=50(80.6%) and male respondents are N=12(19.4%) of Diploma of Nursing students. There are more female students compared to male students that have participated in this study. To answer the objective, Chi-square test was used to test whether there is a statistically significant relationship between stress and academic pressure with QOL among the nursing student. This test is used to determine if there's an association between categorical variables. It's commonly used when both variables are categorical and to see if they are dependent on each other. Taking consideration to the criteria of the assumptions to be met for Chi-square respondent, the respondents are met for the following criteria for Chi-Square test such as random sampling, independence of the sample and the minimum size for the expected frequency is 5 when the number of cells in the cross-tabulation is less than 10 and the overall sample size is small. The observed frequency can take any value including zero (L.Y.Fah & K.C.Hoon, 2009)

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	25.176 ^a	12	.014
Likelihood Ratio	27.446	12	.007
Linear-by-Linear Association	2.135	1	.144
N of Valid Cases	65		

a. 16 cells (80.0%) have expected count less than 5. The minimum expected count is .31.

Since the probability value obtained from Pearson Chi-Square was 0.014 is less than predetermined alpha value (0.05), thus the null hypothesis was rejected. Adequate evidence exists to show that the level of Academic Stress Pressure is highly related to the Quality of Life (WHOQOL) as presented in Table 1. This conclusion is made at the significant level, $\alpha = 0.05$ (5%0 or confidence level (95%).

DISCUSSION

The significant relationship between WHOQOL and the Academic Stress Scale underscores the interconnectedness of students' perceived quality of life and their experience of academic stress. This finding resonates with previous research that has explored the complex interplay between psychological well-being and stress in educational contexts. Research by Smith et al. (2017) demonstrated that students who reported higher levels of stress were more likely to have lower perceived quality of life scores. The presence of a statistically significant relationship between these variables in the current study aligns with this existing body of literature, suggesting that

higher academic stress levels may be associated with lower quality of life among nursing students.

Moreover, the findings are consistent with the notion that nursing education can be demanding and stressful due to the intensive coursework and clinical responsibilities. These stressors could contribute to reduced well-being among nursing students, potentially leading to a lower perceived quality of life. The results of this study emphasize the importance of considering students' holistic well-being in educational settings. Addressing academic stress through interventions that promote stress management techniques, mentorship programs, and support services could potentially contribute to an improved quality of life among nursing students. It is essential to acknowledge limitations in the study, such as the cross-sectional design, which prevents establishing causality. Future research utilizing longitudinal designs could provide deeper insights into the temporal relationships between academic stress and quality of life among nursing students.

CONCLUSION

This finding aligns with existing literature by Oliveira S., (2021), Naderi, H., (2021), Chaabane, S., (2021) that underscores the complex interplay between psychological well-being and stress in educational contexts. The presence of a significant relationship highlights the need for educational institutions to consider holistic strategies that address students' stress levels and promote well-being. By providing support mechanisms, stress management resources, and interventions tailored to nursing students' unique challenges, institutions can foster an environment conducive to enhanced quality of life during their educational journey. Future research endeavors should consider longitudinal designs to explore the dynamic nature of the relationship between quality of life and academic stress. Additionally, interventions and policies informed by these findings could contribute to improved student experiences and better outcomes, thereby shaping the next generation of nursing professionals. In conclusion, the statistically significant relationship between WHOQOL and the Academic Stress Scale highlights the relevance of understanding how students' psychological well-being and stress levels intertwine. As nursing students face unique academic and clinical demands, interventions that address stress management and well-being support can contribute to enhancing their overall quality of life during their education.

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