



TO STUDY THE IMPACT OF MENTAL HEALTH EDUCATION PROGRAM FOR REDUCING STRESS AMONG NURSING STUDENTS

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Abstract:

Background: Stress and burnout are increasingly recognized as major concerns among nursing students due to intense academic demands, clinical responsibilities, and emotional exposure in healthcare settings. Prolonged stress without adequate coping mechanisms can negatively affect students' mental health, academic performance, and professional competence. *Aim:* To assess the prevalence of stress and burnout among nursing students and to evaluate the effectiveness of a Mental Health Education Program in reducing these psychological issues.

Methodology: A quasi-experimental pre-test–post-test control group design was adopted for the study. Sixty undergraduate nursing students from a selected nursing college were selected using purposive sampling and divided equally into an experimental group (n=30) and a control group (n=30). The experimental group received a structured Mental Health Education Program focusing on stress management, resilience building, mindfulness, coping strategies, and self-care, while the control group did not receive any intervention. Data were collected using the Perceived Stress Scale (PSS) and Maslach Burnout Inventory (MBI) before and after the intervention.

Result: The findings revealed that nursing students experienced moderate to high levels of stress and burnout prior to the intervention. Post-test results showed a significant reduction in stress and burnout levels in the experimental group, whereas no significant change was observed in the control group. Statistical analysis using paired and unpaired t-tests confirmed that the Mental Health Education Program was effective in reducing stress and burnout among nursing students.

Conclusion: The study concludes that incorporating mental health education into nursing curricula can play a vital role in enhancing students psychological well-being, resilience, and academic success.

Keywords: Stress, Burnout, Mental Health Education, Nursing Students, Perceived Stress Scale, Maslach Burnout Inventory

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Introduction:

Stress has been identified as a worldwide occurrence. It has considered to be the cost that all people incur in their fight for survival and has become an essential aspect of life. Because stress can impair focus, memory, and problem-solving skills, which can then negatively impact learning and academic achievement, it is a particularly significant issue in education.

Students in nursing school face several obstacles and responsibilities. (Ali & El-Sherbini, 2018)

Nurses deal with patients' anguish and death on a daily basis, as well as the grief of their families, in a setting that involves complicated relationships. (Velando-Soriano et al., 2023)

During their college years, nursing students around the world deal with a variety of difficulties, such as

academic, professional, financial, and psychological ones. Their academic performance may be hampered by several of these difficulties. Nursing educators have been urged to respond to the global nursing shortage by providing high-quality instruction and reducing attrition. According to numerous surveys, up to 33% of nursing students discontinue their education. (Ratanasiripong et al., 2021) Academic, emotional, and interpersonal stress are common sources of stress for nursing students. (LCSW, 2022) Compared to students pursuing other vocations, nursing students are more likely to experience higher levels of stress because of their heavy workload, anxiety about making mistakes in the clinical setting, and dread of unfamiliar circumstances. (Carpenter, n.d.) Excessive or unmanaged stress can cause physical and mental collapse in biological systems like the human body. (Zheng et al., 2022)

Methodology:
Research hypothesis:

H0: There is no significant difference between pre-test and post test score in the effectiveness of mental health education for reducing stress and burnout among nursing students

H1: There is significant difference between pre-test and post test score in the effectiveness of mental health education for reducing stress and burnout among nursing students

Research design:

Quasi- experimental pre-test/post-test design with an intervention group and a control group.

Sample: Students who are currently enrolled in undergraduate nursing program in selected nursing college

Sampling technique: Purposive Sampling technique

Inclusion criteria:

1. Students enrolled in a nursing program
2. Who have not received any formal mental health education

3. Students those who are willing to participate in the study

Exclusion criteria:

1. Students who have received mental health education programme
2. Students those not willing to participate in the study

Participants: Nursing students enrolled in undergraduate nursing programs

Sample Size: 60 nursing students, Experimental group(n=30) Control group(n=30)

Tools:

1. **Perceived Stress Scale** – to assess stress levels
2. **Maslach Burnout Inventory** – to assess burnout levels

Intervention:

The Mental Health Education Program was conducted for the experimental group and included sessions:

- Understanding stress and burnout
- Coping strategies and resilience training
- Mindfulness and relaxation techniques
- Self-care practices

The duration of the program was 1–2 hours.

Data Collection Procedure:

The data collection process for this study be carried out in a systematic manner to ensure accuracy and reliability. The procedure involves four key phases:

Participant Recruitment Nursing students from selected institution are participated in the study. Informed written form was distributed to participants and explained the study's objectives, procedures, and ethical considerations. Students who are willing to participate and meet the inclusion criteria were enrolled in the study at the time of data collection. Participants randomly assigned to either intervention group and control group Intervention Group – Receives mental health education. Control group does not receive intervention but participates in assessments.

Pre-Test Assessment: Before the intervention, participants from both the group completed a set of

validated psychological assessment tools to measure their baseline stress and burnout levels: Maslach Burnout Inventory (MBI) – Maslach Burnout inventory tool was used to measure burnout among both intervention and control group. Perceived Stress Scale (PSS) – perceived stress scale is used to assess stress levels among both groups.

Implementation of Mental Health Education

Program: A structured mental health education program, focusing on stress management, resilience training and healthy coping strategies. The program delivered over 1-2 hours. Mental health education

. Every participant from both the group responded to the MBI and PSS scale.

program involves Understanding burnout and stress Coping mechanisms and resilience training Mindfulness techniques Self-care strategies Seeking professional mental health support Sessions facilitated by the researcher to the intervention group.

Post-Test Assessment: After completing the intervention, participants in both the intervention and control groups retake the same assessment tools: MBI and PSS tool was used to measure changes in burnout and stress level. The MBI and PSS scale was distributed to the study participants from both intervention and control group

Result:

Table1: General assessments of STRESS - PRE & POST - Experimental

Variable	Groups	Score	Pre Test		Post Test	
			Frequency	Percentage	Frequency	Percentage
STRESS	Low	0-13	0	0.00	23	76.67
	Moderate	14-26	3	10.00	7	23.33
	High	27-40	27	90.00	0	0.00
STRESS	Minimum		25		9	
	Maximum		32		16	
	Average (SD)		28.96 (1.84)		12.46 (1.69)	

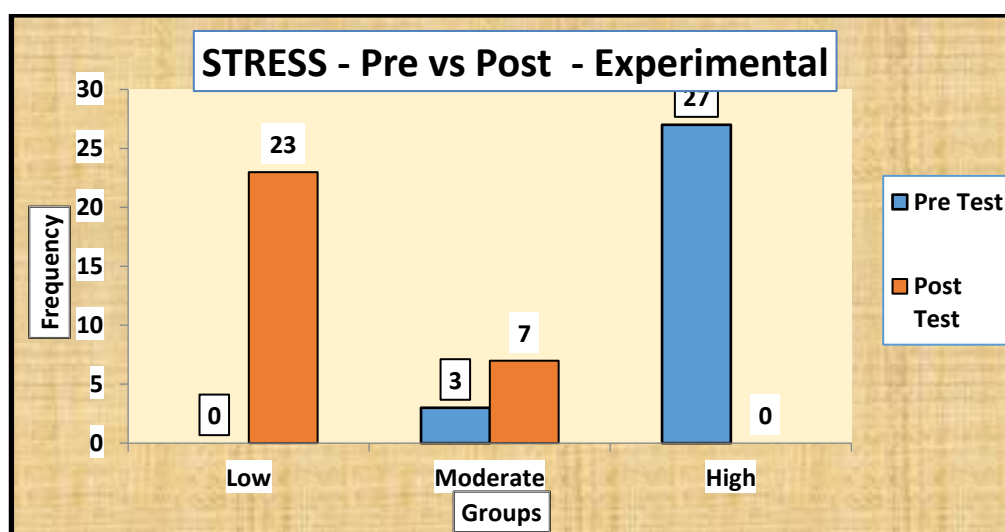


Figure1: General assessments of STRESS - PRE & POST – Experimental

Pre Test:

Assessment of stress among nursing students enrolled in undergraduate nursing programs from Pune shows that, no one of them had low stress, 10% students had moderate stress and 90% of them had high perceived stress.

Average stress score at the time of pretest was 28.96 with standard deviation of 1.84. The minimum score of stress was 25 with maximum score of 32.

Post Test:

Assessment of stress among nursing students enrolled in undergraduate nursing programs from Pune shows, 76.67% of them had low stress, 23.33% students had moderate stress and no one of them had high perceived stress.

Average stress score at the time of post-test was 12.46 with standard deviation of 1.69. The minimum score of stress was 9 with maximum score of 16.

Table 2: General assessments of Burnout - PRE & POST - Experimental

Variable	Groups	Score	Pre Test		Post Test	
			Frequen cy	Percentage	Frequen cy	Percentage
Burnout	Low level	17 or less	0	0.00	30	100.00
	Moderate level	18-29	14	46.67	0	0.00
	High level	over 30	16	53.33	0	0.00
Burnout	Minimum		20		7	
	Maximum		36		17	
	Average (SD)		28.53 (5.01)		12.26 (3.05)	

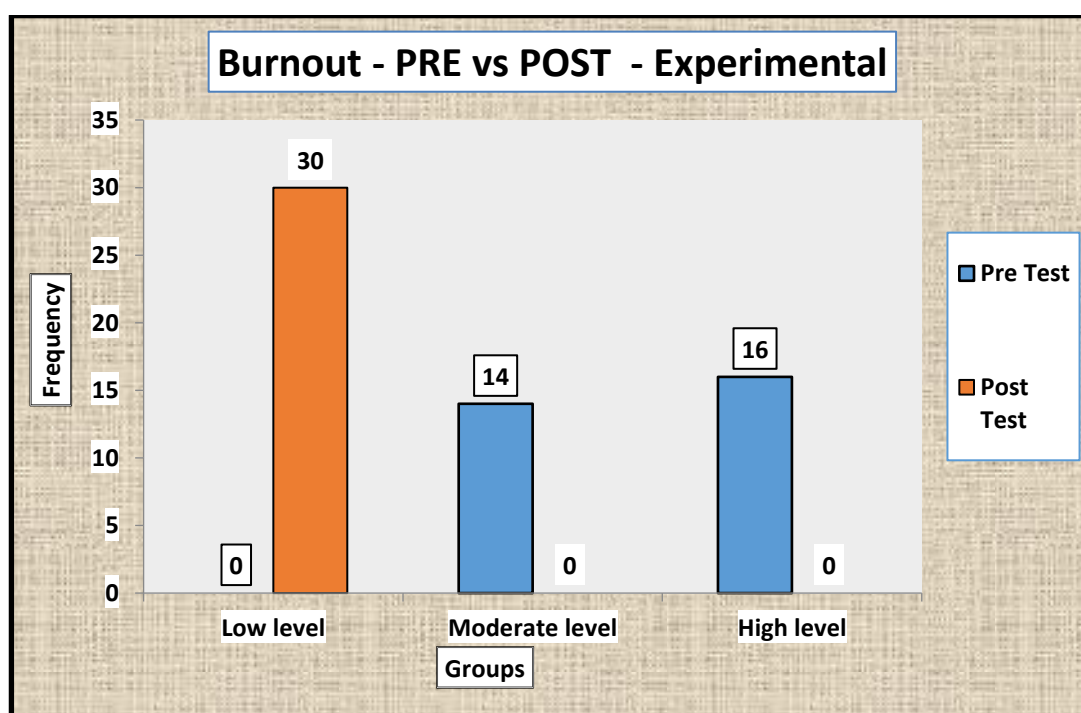


Figure no:2 General assessments of Burnout - Experimental

Pre Test:

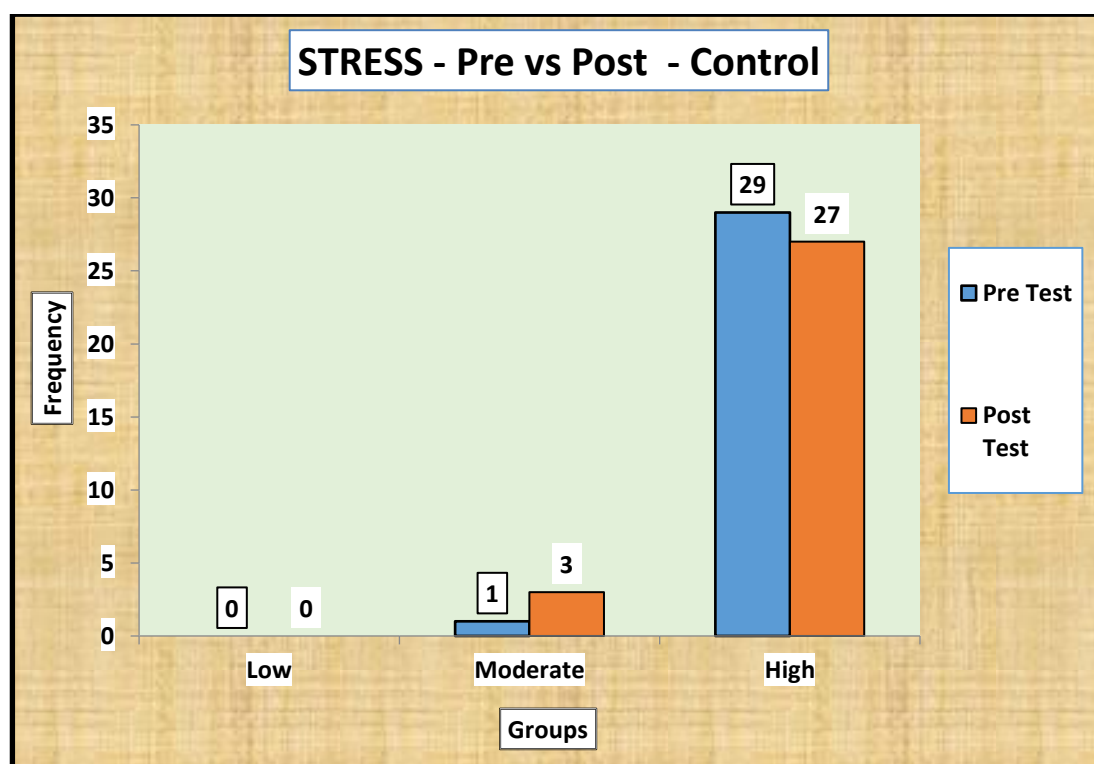
Assessment of burnout among nursing students enrolled in undergraduate nursing programs from Pune shows that, no one of them had low level burnout, 46.67% students had moderate level and 53.33% of them had high level burnout. Average burnout score at the time of pretest was 28.53 with standard deviation of 5.01. The minimum score of stress was 20 with maximum score of 36.

Post Test:

Assessment of burnout among nursing students enrolled in undergraduate nursing programs from Pune shows that, all 100% of them had low level burnout, no one students had moderate level and no one of them had high level burnout. Average burnout score at the time of pretest was 12.26 with standard deviation of 3.05. The minimum score of stress was 7 with maximum score of 17.

Table 3: General assessments of STRESS - PRE & POST – Control

Variable	Groups	Score	Pre Test		Post Test	
			Frequency	Percentage	Frequency	Percentage
STRESS	Low	0-13	0	0.00	0	0.00
	Moderate	14-26	1	3.33	3	10.00
	High	27-40	29	96.67	27	90.00
STRESS	Minimum		26		25	
	Maximum		34		32	
	Average (SD)		30.26 (1.76)		28.96 (1.84)	

**figure 3: General assessments of STRESS - PRE & POST – Control**

Pre Test:

Assessment of stress among nursing students enrolled in undergraduate nursing programs from Pune shows that, no one of them had low stress, 3.33% students had moderate stress and 96.67% of them had high perceived stress.

Average stress score at the time of pretest was 30.26 with standard deviation of 1.76. The minimum score of stress was 26 with maximum score of 34.

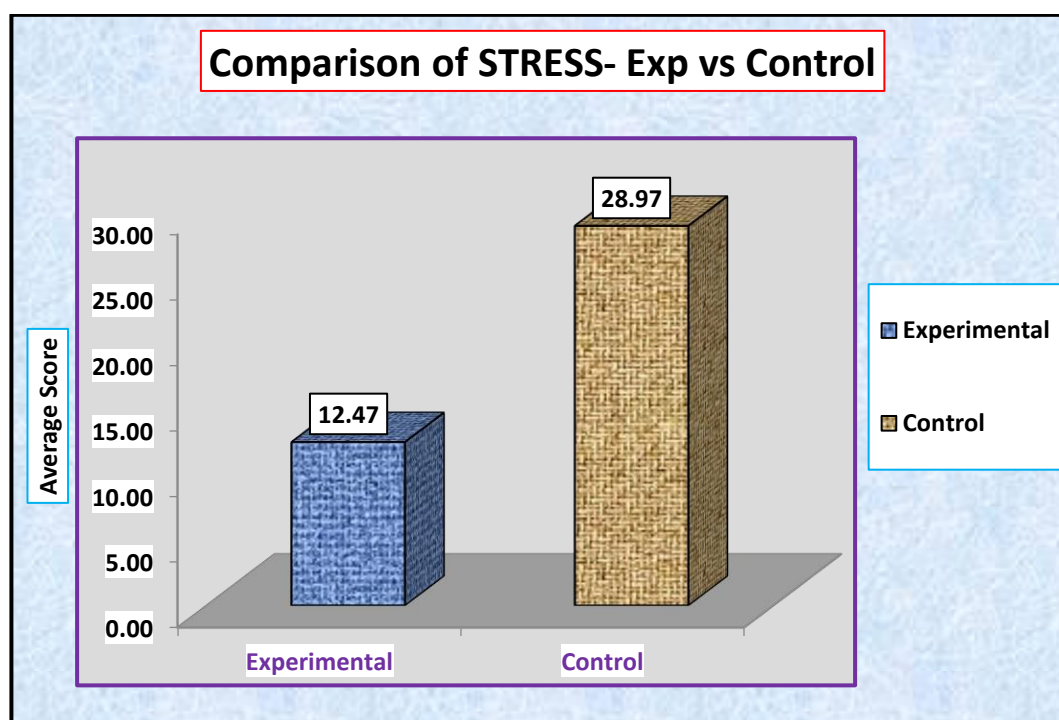
Post Test:

Assessment of stress among nursing students enrolled in undergraduate nursing programs from Pune shows, no one of them had low stress, 10% students had moderate stress and 90% of them had high perceived stress.

Average stress score at the time of posttest was 28.96 with standard deviation of 1.84. The minimum score of stress was 28 with maximum score of 32.

Table 4: Comparison of level of stress among nursing students- (Unpaired t test)

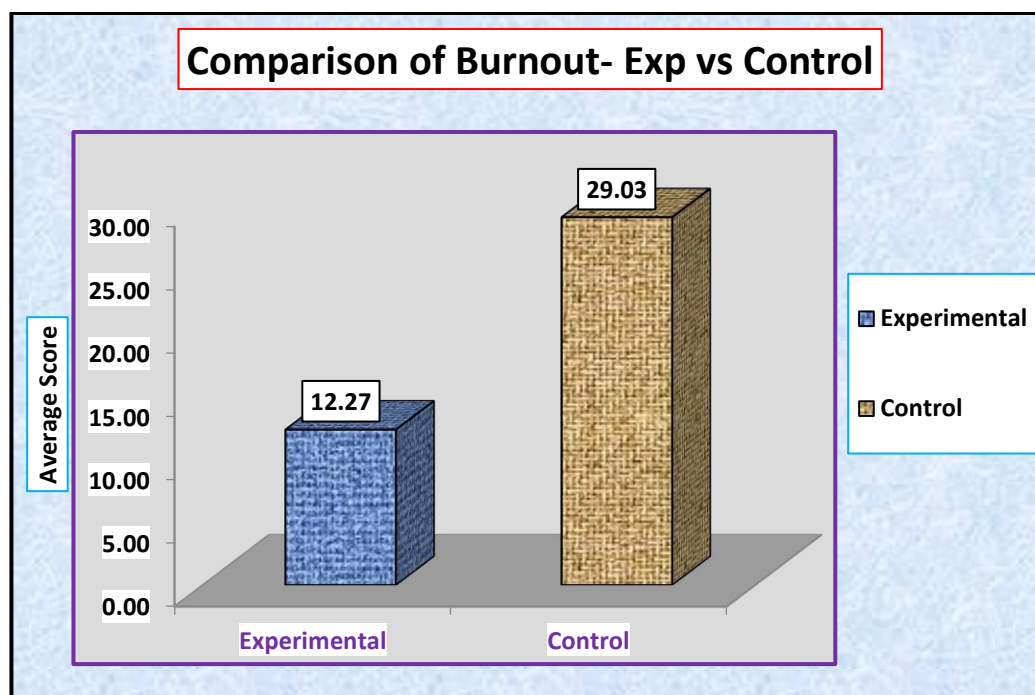
Groups	Frequency	Mean	S.D.	t value	P value
Experimental	30	12.47	1.70	36.03	0.000
Control	30	28.97	1.85		

**Figure 4: Comparison of level of stress among nursing students**

The comparisons of post-test mean of stress among nursing students in experimental and control group were done by unpaired t test. The post-test average score of experimental groups was 12.47 with standard deviation of 1.70. The post-test average score of control group was 28.97 with standard deviation of 1.85. The test statistics value of unpaired t test was 36.03 with p value 0.00. The p value less than 0.05, hence reject the null hypothesis.

Table 5: Comparison of level of burnout among nursing students - (Unpaired t test)

Groups	Frequency	Mean	S.D.	t value	P value
Experimental	30	12.27	3.05	16.64	0.000
Control	30	29.03	4.60		



The comparisons of post-test mean of burnout among nursing students in experimental and control group were done by unpaired t test. The post-test average score of experimental groups was 12.27 with standard deviation of 3.05. The post-test average score of control group was 29.03 with standard deviation of 4.60. The test statistics value of unpaired t test was 16.64 with p value 0.00. The p value less than 0.05, hence reject the null hypothesis.

Discussion:

The pre-test findings revealed that most nursing students experienced moderate to high levels of stress and burnout. Post-test results indicated a significant reduction in stress and burnout scores in the experimental group, while no significant change was observed in the control group. Study based on year of study, establishing the impact of stress, anxiety, insomnia, and level of burnout and establishing a student profile predestined to be affected by burnout. 841 bachelor's degree nursing students participated in this study. The Athens Insomnia Scale, the Modified Hospital Anxiety and Depression Scale, the Maslach Burnout Inventory, and the Perceived Stress Scale were

used. Low personal accomplishment was observed in 16.88% of the pupils, whereas high levels of emotional tiredness were observed in 40.9% and depersonalisation in 20.3%. On the Athens Insomnia Scale, second-year nursing students scored considerably higher and displayed the highest degrees of emotional weariness and depersonalisation. Sociodemographic characteristics, factors related to the study environment, and emotional, mental, and interpersonal components were the determinants of burnout syndrome that the regression analysis found.

Conclusion:

The study concluded that the Mental Health Education Program was effective in reducing stress and burnout

among nursing students. Early intervention through mental health education can enhance resilience, academic performance, and emotional well-being.

Implication:

The findings of this study have significant implications for nursing education, practice, and policy development. By demonstrating the positive effects of a structured mental health education program, the study can contribute to improving the psychological well-being, academic performance, and professional preparedness of nursing students.

Recommendations :

Integrate Mental Health Education into the Nursing Curriculum

Educational institutions should formally incorporate structured mental health modules into nursing programs to promote awareness, coping strategies, and emotional resilience.

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