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School and Work Stress: Finding the Balance

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School and Work Stress: Finding the Balance

Abstract

Background: Many students work to afford an education. A literature review revealed factors of a job can have a significant effect on academic success. Research on demands and effects of work is limited.

Purpose: This pilot project explores the student's perspective of working while attending undergraduate nursing school. This will be used to determine the significance of work on perceived stress and school outcomes.

Methods: After IRB approval, we developed questions for a secure and anonymous survey aimed to create an understanding of the student's employment and their perception of their stress level. We advertised to a convenience sample of online participants, currently enrolled or graduated from nursing school via social media websites. We also advertised on our campus. Analysis examined trends within these responses.

Results: Preliminary results indicate a majority work while in nursing school and half within the medical field. The majority felt work had a negative influence on time to study and grades. More than half stated they would continue working while in school even if finances were no longer an issue. Overall stress self-ratings trended high.

Implications: This study will help faculty/advisors better understand the complexity of stress and develop advice that best supports students during school. This information will be used to refine the work/stress questionnaire for future research.

Conclusion: Finding trends will help identify an employment goal for students to fill financial need while providing knowledge of the possible effects, positive or negative, on their grades.



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BOISE STATE UNIVERSITY

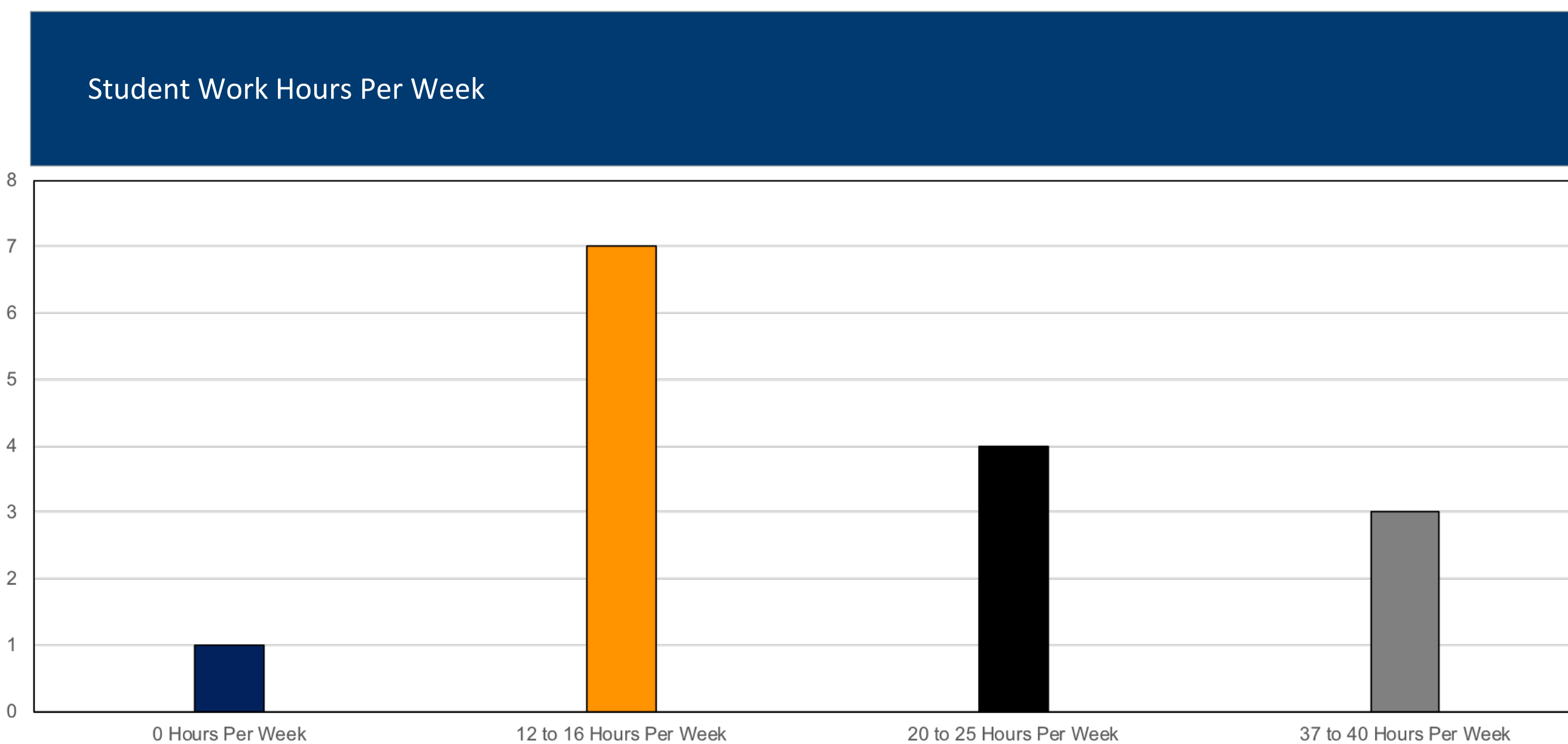
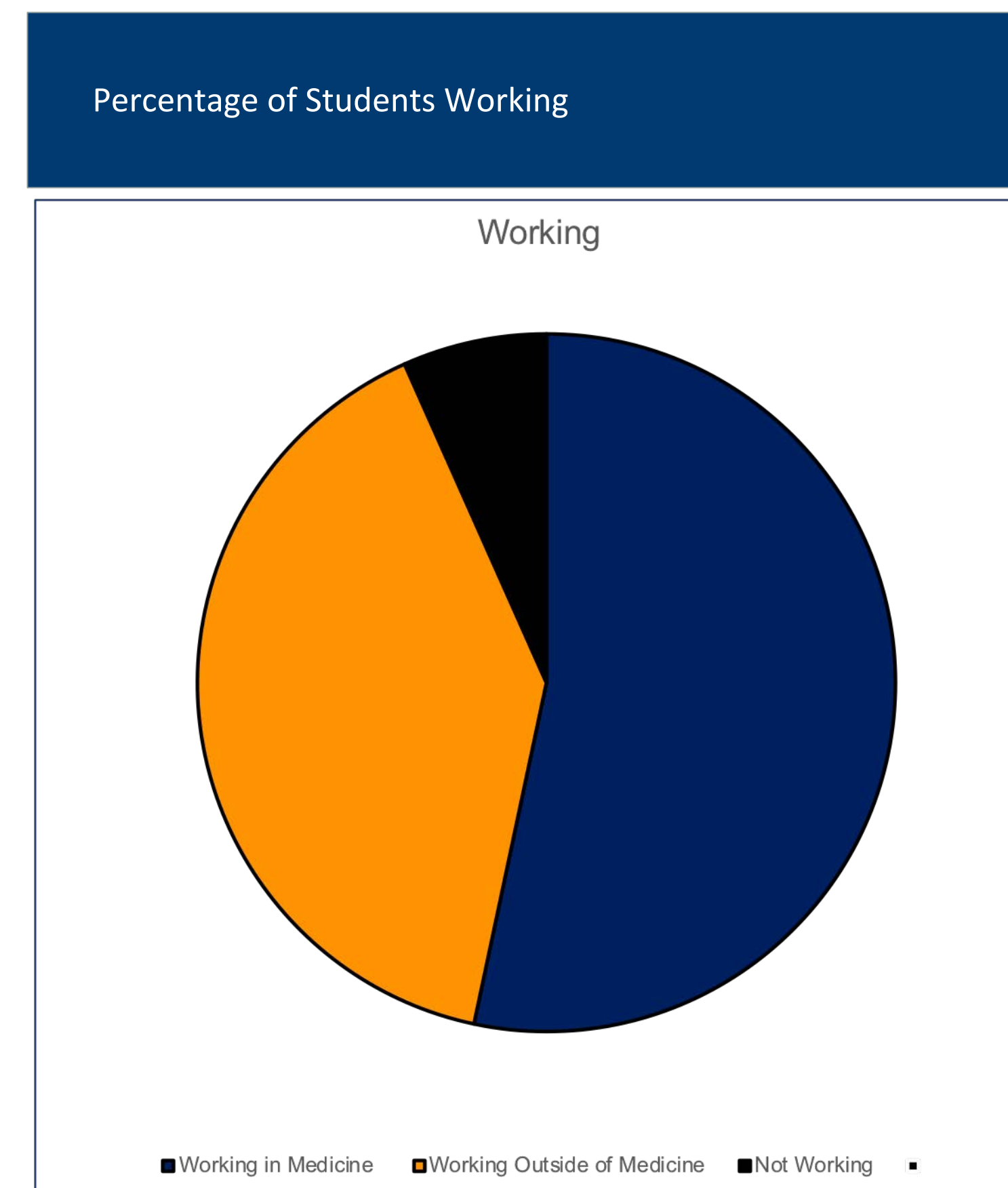
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I. Introduction

- Majority of students work part time.
- Work = time and energy
- Research is limited.
- Project is part of a larger study on simulation and stress
- Purpose; explore the student's perspective, specifically the effects of work on stress levels.
- Determine the significance of work on the perceptions of stress and school outcomes.

II. Methods

- Questions aimed at the student's employment, the student's perception of their level of stress, and the student's perception of how work affects their education.
- A secure and anonymous survey hosted the web-based questionnaire
- Website advertised to a convenience sample consisting of online participants, currently enrolled in or having graduated from nursing school via Instagram, Twitter, Facebook and Reddit.
- We also posted flyers advertising this website on our campus.
- Analysis examined trends within these responses.



Mean Scores					
	N	Minimum	Maximum	Mean	Standard Deviation
GPA	14	3.50	3.95	3.75	0.12
Hours Per Week	15	0.00	40.00	20.33	11.18
Simulation Stress	15	3.00	10.00	7.80	2.18
Stress in School	15	3.00	8.00	6.40	1.24

III. Results

- 15 people completed the survey with a majority between the ages of 20-25.
- 14 work while attending undergraduate nursing school with 8 working in a position within the medical field.
- The mean hours worked per week was calculated at 20.33 hours and mean GPA of 3.75.
- Analysis suggests hours per week affects GPA which then affects stress in school and finally stress in simulation.
- Analysis showed a significant correlation between stress in school with stress in simulation **P Value = .010**
- Students who rated high levels of stress within school are significantly more likely to rate stress higher in simulation.

IV. Conclusions

Analysis of 15 responses shows number of hours per week as the root cause of student stress. As the cost of undergraduate education rises, not only are more students working but their hours continue to increase to meet their growing financial need. Understanding how this stress can affect the students education is important. As previously stated, hours per week affects GPA which then affects stress in school and then stress in simulation. This information is critical in understanding what may affect students education and thus the quality of nurse it may produce. Addressing student's stress at its root can produce the best results.