

Stress and Mental Health Students of the Degree in Nursing of the Second Cycle of the Cu Uaem Valle De Chalco Solidarity

Duran García Luz Elena¹, Sánchez Soto Juan Manuel²,
Cruz Flores Rene Guadalupe², Ramírez Sánchez José Luis²

1. Lic. in Nursing. University Center Chalco Valley of the Autonomous University of the State of Mexico
2. Professor of Full Time at the Centro Universitario Chalco Valley of the Autonomous University of the State of Mexico

Abstract: The present study has as its object the analysis of the incidence of stress and mental health of nursing students in the second cycle of a university center in Mexico. It is an investigation of both a quantitative, cross-sectional analytical, through non-probability sampling for convenience in where it was considered the 12% of the population, for the determination of stress and mental health was used the instrument SWS-Survey, which is a scale to measure the level of stress, divided in 8 categories (Personal Support, Personal Stress, Social Support, Social Stress, Academic Support, Stress Academic poor Mental Health and Mental Health). Getting that 60 per cent of the students present a high level of social stress, while 55 per cent suffer from a low stress academic. According to the statistics the 40 per cent of university students presents a poor mental health, of whom 5 per cent presented very low mental health, the results confirm that we are facing a major problem that grows day by day.

The researchers Ansari, Oskrochi and Haghgoo (2014) indicate that the stress is associated with symptoms of psychological and physical in students. Young people at this stage face stressors academics, financial and social issues that could negatively affect your mental health. According to the cited a high level of stress and low mental health has as a consequence an imbalance at the physical level and psychological, even in the (2012) The European Guide of Cardiovascular Prevention, notes that stress is a factor of cardiac risk.

Keywords: Personal Stress, Social Stress, Stress Academic, Students and Mental Health.

Introduction

In the educational process students manage to develop the necessary skills in their formative process which favor the achievement of their academic goals, while other young people present difficulties which are only recorded in indicators of high mortality Academia, which leads to the generation of stress. Rigorously, the term stress comes from the engineering and architecture, referring to the firmness that applies to an object that can dent or break (Caballero, 2010).

The concept of stress goes back to 1930, when Hans Selye, noted that the sick who studied showed general symptoms and common, independent of the disease who suffered from: tiredness, loss of appetite, weight loss, asthenia, what i call a "syndrome of being sick".(Delgado,2005).

In its meaning initial stress means response, and the stimulus or agent that produced this stress reaction is called stressor, the stressor would be the cause of stress. Until that time this term is only used in engineering to designate the effects of a force to act against a resistance (Arcienega, 2012).

According to the who, at the beginning of this century, the illnesses caused by stress be exceeded to infectious diseases and it is estimated that in the year 2010 in Latin America and the Caribbean, will be more than 88 million people with affective disorders triggered by stress, and that is that the stressors of life originate that people are placed in an uncomfortable situation emotional and somatically, should seek ways of how to respond to their problems.

The National Institute of Statistics, Geography and Informatics (INEGI) (2007), 2.4 per cent of the Mexican population, works and studies while 5.7% works, studies and makes housework. This situation could generate different requirements that affect the levels of stress and self-esteem.

According to the World Health Organization (WHO), the level of stress causes 25% of the 75 thousand strokes of the year registered, which tells us that Mexico is in the first place of this category; one of the with the greatest vulnerability is the university population due to multiple changes to socio-economic level, emotional and on the other hand by the lack of communication and level of security in themselves.

In several investigations on stress academic, students have made it clear that the lack of time to meet with the academic activities, the overload academic, the conduct of examinations, exhibition of works in class and the carrying out of work and compulsory tasks, are events generators of high levels of stress. The first-year students are the highest indices of stress report to the lack of time to meet with the activities and the overload

academic; factors that though they continue to be perceived as stressful among students from higher levels, are to some extent dimmed with the passage of time (Bedoya, 2006).

On the other hand, some psychosocial factors and elements of university life, are associated with a deterioration of the mental health of the students. Entities such as depression, anxiety and stress have been widely studied, demonstrating its relationship with these factors. At the university level one of the main factors associated with depression is the stress academic, which constitutes an element detonator and that perpetuates the disease. Fisher and Hood showed that the students experience a significant increase in the levels of depression, symptoms of obsessive and loss of concentration after six weeks in the university.

This academia demand outstanding performance to achieve success, and this requirement implies for the human being a process of adaptation which can result in the generation of stress (Gutiérrez, 2010).

The population of university students has attracted progressively the attention of clinicians and researchers in the field of mental health because it can determine to a large extent on its academic performance and social. The conditions of the mental health of the students when they arrive at the university may be affected to the extent that the academic requirements, the difficulties in the development of learning and the acquisition of skills pose situations of failure or success, That accompanied with the pace of study, the intensity hourly, the requirement of teachers, the pressures of group, the competitiveness among colleagues, changes in feeding schedules and changes in the sleep-wake cycle, can alter those health conditions (Gutierrez, 2010).

The stage of the life cycle in which are found the majority of university students at undergraduate level, is the late adolescence. And it is precisely there, when accentuate some mental health problems that do not occur so frequently in previous stages, such as mood disorders and anxiety. In addition to this, the greatest academic requirements are present in higher education, are recognized by the students as one of the factors that generate higher levels of stress (Cova, 2007).

That is why it is of vital importance to the detection, treatment and study of this condition that affects the quality of life and student performance, and subsequently labor, persons who suffer it

Due to the above, the stress is considered as a health problem, in such a way that it is necessary to analyze the factors (personal, social and academic) that cause an imbalance for example: Irritability, nervousness, low self-esteem, abandonment of labor and/or academic, anxiety, interpersonal issues, certain addictions (alcohol and tobacco) etc. and that may be stressful so that in the same way be affected your mental health in the pupils of CU UAEM Chalco Valley.

Methodology

Se realizó una investigación de tipo cuantitativa, transversal analítica, por medio de muestreo no probabilístico por conveniencia. El tamaño de la muestra es de 12 % estudiantes. Se aplica es el de SWS-Survey, que es una escala para medir el nivel de estrés, dividido en 8 categorías (Apoyo Personal, Estrés Personal, Apoyo Social, Estrés Social, Apoyo Académico, Estrés Académico Salud Mental pobre y Salud Mental). Consta de 200 ítems dividido en 8 subescalas de 25 ítems cada una, las cuales se tomaron solo 7 (Apoyo Personal, Estrés Personal, Apoyo Social, Estrés Social, Apoyo Académico, Estrés Académico Salud Mental pobre). La cual representa el 0.95 de confiabilidad en Alpha de cronbach. Manejando una escala de Liker que va del valor 1 al 5, donde 1=Nunca, 2=Casi Nunca, 3=Ocasionalmente, 4=Frecuentemente, 5=Muy Frecuentemente.

Results

In Table 1 corresponding to the mental health shows the 60 per cent of university students of the Degree in Nursing of the second cycle of the CU UAEM Chalco Valley presents a good mental health and 40% presents a poor mental health, of whom 5 per cent presented very low mental health; It is therefore necessary to analyze what are the factors by which some academics suffer from a low mental health.

CALIF SP

	Frecuencia	Porcentaje	Porcentaje válido	Porcentaje acumulado
Válidos BAJO	5	25.0	25.0	25.0
MEDIO	9	45.0	45.0	70.0
ALTO	5	25.0	25.0	95.0
MUY ALTO	1	5.0	5.0	100.0
Total	20	100.0	100.0	

Table 1: Percentage of poor mental health (own preparation 2018).

The researchers Ansari, Oskrochi and Haghgoo (2014) indicate that the stress is associated with symptoms of psychological and physical in students. Young people at this stage face stressors academics, financial and social issues that could negatively affect your mental health (Dusselier, 2005)

In table 2 corresponds to personal stress shows the 45 per cent of university students of the licenci, while 55% presented a high stress. It is worth mentioning that all students are exposed to suffer stress both physically, mentally and emotionally and on the basis of these percentages can study which are causes for which students present this type of stress.

CALIF EP

		Frecuencia	Porcentaje	Porcentaje válido	Porcentaje acumulado
Válidos	OCASIONALMENTE	9	45.0	45.0	45.0
	FRECUENTEMENTE	8	40.0	40.0	85.0
	MUY FRECUENTEMENTE	3	15.0	15.0	100.0
	Total	20	100.0	100.0	

Table 2: Percentage of personal stress (own preparation 2018)

It is important to mention that the stress academic is a normal reaction that we have in front of the various requirements and the demands of the period of students. This reaction we actively and mobilizes us to respond effectively and achieve our objectives; however too many demands sharpen our response and we can generate stress. In Table 3 describes that: The 55 per cent of university students of the Nursing Baccalaureate 4° half of CU UAE Valle de Chalco presented under stress Academic and 45 per cent presented a high level of this stress.

CALIF EA

		Frecuencia	Porcentaje	Porcentaje válido	Porcentaje acumulado
Válidos	OCASIONALMENTE	11	55.0	55.0	55.0
	FRECUENTEMENTE	9	45.0	45.0	100.0
	Total	20	100.0	100.0	

Table 3: Percentage of Stress Academic (own preparation, 2018)

The continuing social situations in which lives the student with the society, raises social stress. The tiredness, product of multiple variants makes society cannot respond in an adequate manner thus appears another reason to stress. In table 4 is explained that: 60 % of the students present a high social stress, and 40 % with a low level of social stress

CALIF ES

		Frecuencia	Porcentaje	Porcentaje válido	Porcentaje acumulado
Válidos	CASI NUNCA	8	40.0	40.0	40.0
	OCASIONALMENTE	11	55.0	55.0	95.0
	FRECUENTEMENTE	1	5.0	5.0	100.0
	Total	20	100.0	100.0	

Table 4: Percentage of Social Stress (own preparation 2018)

Discussion

The university life confronts students to a series of demands and challenges at different levels that are typically relate to the increase in stress levels in young students. This is associated with a lower perception of health, due to its consequences both psychological, physical and behavioral. However, young people tend to perceive their health in a favorable manner, so it is important to study the variables that predict mental health, with a special emphasis on the psychological variables, since they are of the utmost importance to implement policies and educational reforms and institutional (Chau, 2017).

In the present investigation have been detected gender differences in terms of the perceived stress, since women reach scores significantly higher than men. The 100 % of the studied sample (54.5% women, 45.5% men) sees a situation of stress moderate, being always higher than the score of the women. The results indicate that the favorable conditions of mental health are associated with an increased personal support and a less stress academic. In women, the increased intensity of stress was associated with lower social support from friends, relatives, while in men was associated with a lower social support by people close to you, and a minor support in general. The results are discussed in terms of the implications in the mental health and social stress of university students. It should be noted that the 60% of university students of the Nursing Baccalaureate 4° half of CU UAEM Chalco Valley presents a good mental health and in accordance with the results of the stress studied (personal, academic and social), can be seen in (Table 4) that college students suffer from a high level of stress in the social field.

Several investigations agree that the university stage is characterized by being highly stressful because of demands at the academic level, financial and social issues facing young people (Brougham, 2009).

It is a clear fact in research on stress that the stressors social do not affect by equal to or to all people and to all the groups. The same type of vital event can generate high levels of stress and significant disturbances of the health in some people but not in others. It has been suggested that the effects of stress depend on: (1) the perception of the stressor, (2) the ability of the individual to control the situation, (3) the preparation of the individual by society to face the problems and (4) of the influence of the patterns of conduct approved by the society. People not only can perceive differently the threats of stressful situations, but that also employ different skills, capacities and resources, both personal and social (family, friends, etc.), to deal with the conditions potentially stressful. (Sandin, 2003).

References

- [1]. Arciniega a., rosa s. (2012). Factores organizacionales causantes del estrés en el trabajo y estrategias para afrontarlo. Revista venezolana de gerencia (rvg).
- [2]. Bedoya s, Perea m, Ormeño r.(2006). Evaluación de niveles, situaciones generadoras y manifestaciones de estrés académico en alumnos de tercer y cuarto año de una facultad de estomatología. Rev Estomatol herediana 16(1):15-20.
- [3]. Brougham, R. R., Zail, C.M, Mendoza, C. M. & Miller, J. R. (2009). Stress, sex differences, and coping among college students. Curr Psychol, 28, 85-97.
- [4]. Caballero Domínguez, c., & Hederich, c., & palacio sañudo, j. (2010). El Burnout académico: delimitación del síndrome y factores asociados con su aparición. Revista latinoamericana de psicología, 42 (1), 131-146.
- [5]. Chau, C., & Vilela, P. (2017). Determinantes de la salud mental en estudiantes universitarios de Lima y Huánuco. Revista de Psicología, 35 (2), 387-422.
- [6]. Cova F, Alvial W, Aro M, Bonifetti A, Hernández M, Rodríguez C.(2007). Problemas de salud mental en estudiantes de la Universidad de Concepción. Terapia Psicológica 25(2):105-112.
- [7]. Delgado quiñones, g., & Gómez naranjo, h., & Jaramillo Gutiérrez, m., & maya Giraldo, p., & Narváez reyes, m., & Salazar Pajoy, a., & Hazzel Santoyo, k., & castaño Castrillón, j. (2005). Estudio descriptivo sobre estrés en estudiantes de medicina de la universidad de Manizales. Archivos de medicina (col), (11), 37-45.
- [8]. Dusselier, L., Dunn, B., Wang, Y., Shelley, M. C. & Whalen, D. F. (2005). Personal, health, academic, and environmental predictor of stress for residence hall students. Journal of American College Health, 54(1), 15-24.
- [9]. Gutiérrez rodas, j., & Montoya Vélez, l., & toro Isaza, b., & briñón zapata, m., & rosas Restrepo, e., & Salazar quintero, l. (2010). Depresión en estudiantes universitarios y su asociación con el estrés académico. Ces medicina, 24 (1), 7-10.
- [10]. Sandín, B. (2003). El estrés: un análisis basado en el papel de los factores sociales. International Journal of Clinical and Health Psychology, 3 (1), 141-157.