

**“A STUDY TO ASSESS THE EFFECTIVENESS OF CLINICAL  
INSTRUCTOR MENTORING ON STRESS AND CLINICAL  
PERFORMANCE OF 1<sup>ST</sup> YEAR BSc NURSING  
STUDENTS AT SDUCON TAMAKA KOLAR.**



**By**

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Ms. Lisha Reji and Mr. Mohammed Nayaz)**

**Project report submitted to,**

**Sri Devaraj Urs College of Nursing, Tamaka, Kolar as a Part of  
Curriculum Requirement For The Degree of Basic B.Sc. (N)**

**Under the guidance of,**

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**SRI DEVARAJ URS COLLEGE OF NURSING,**

**TAMAKA, KOLAR.**

**2020**

## **DECLARATION BY THE CANDIDATES**

We hereby declare that this project entitled **“A STUDY TO ASSESS THE EFFECTIVENESS OF CLINICAL INSTRUCTOR MENTORING ON STRESS AND CLINICAL PERFORMANCE OF 1<sup>ST</sup> YEAR BSc NURSING STUDENTS AT SDUCON TAMAKA KOLAR.”** is a bonafide and genuine research work carried by the students of 3<sup>rd</sup> year B.Sc (N) students under the guidance of **Dr. Lavanya Subhashini Vice Principal & HOD of Pediatric Nursing Department**, Sri Devaraj Urs College Of Nursing, Tamaka, Kolar.

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## **CERTIFICATION BY THE GUIDE**

This is to certify that the project entitled. **“A STUDY TO ASSESS THE EFFECTIVENESS OF CLINICAL INSTRUCTOR MENTORING ON STRESS AND CLINICAL PERFORMANCE OF 1<sup>ST</sup> YEAR BSc NURSING STUDENTS AT SDUCON TAMAKA KOLAR”** is a bonafide research work done by; Ms. Bini Jose, Ms. Brindha. M, Ms. Jenifer Suguna .T, Ms. Jerin Vijay, Ms. Lisha Reji and Mr. Mohammed Nayaz as a part of curriculum requirement for the degree of Basic B.Sc.(N) program.

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## **ENDORSEMENT BY THE H.O.D AND PRINICIPAL OF THE INSTITUTION**

This is to certify that this project entitled **“A STUDY TO ASSESS THE EFFECTIVENESS OF CLINICAL INSTRUCTOR MENTORING ON STRESS AND CLINICAL PERFORMANCE OF 1<sup>ST</sup> YEAR BSc NURSING STUDENTS AT SDUCON TAMAKA KOLAR”**.Is a bonafide research done by; **Ms. Bini Jose, Ms. Brindha. M, Ms. Jenifer Suguna .T, Ms. Jerin Vijay, Ms. Lisha Reji and Mr. Mohammed Nayaz**. Under the guidance of **Dr.Lavanya Subhashini, Vice Principal & HOD of Pediatric Nursing Department, Sri Devaraj Urs College of Nursing, Tamaka, Kolar**, in partial fulfillment of the requirement of conducting research in 3<sup>rd</sup> Year Basic B.Sc. Nursing.

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**“Gratitude unlocks the fullness of life. It turns what we have into enough , and more”.**

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Date:

Place:

## **ABSTRACT**

### **BACKGROUND OF THE STUDY**

The aim of study was to determine academic and clinical stress, and the way first year nursing students cope in first clinical practice. Nursing students facing both physical and psychological risk such as job stress at work during their training period. We aimed to assess the effectiveness of stress level within 1<sup>st</sup> year B.Sc nursing students in Sri Devaraj Urs College of Nursing Tamaka, Kolar, which helps to identify and reduce the stress level of the nursing students.

### **OBJECTIVE:**

1. To assess the level of stress among the 1<sup>st</sup> year B.Sc nursing students before administration of Clinical instructors mentoring in experimental and control group
2. To assess the level of clinical performance among the 1<sup>st</sup> year B.Sc nursing students before administration of Clinical instructors mentoring in experimental and control group
3. To assess the level of stress among the 1<sup>st</sup> year B.Sc nursing students after administration of Clinical instructors mentoring in experimental and control group
4. To assess the level of clinical performance among the 1<sup>st</sup> year B.Sc nursing students after administration of Clinical instructors mentoring in experimental and control group

### **METHODS:**

The research design selected for the study was true experimental research design. The study sample consists of 60 1<sup>st</sup> year B.Sc nursing student of Sri Devaraj Urs College of Nursing Tamaka, Kolar; they were selected by Simple random sampling technique.

### **RESULT FINDINGS**

On comparing with pre and post stress test level among 1<sup>st</sup> year Bsc Nursing students in experimental and control group they obtained significantly differences. The finding implies that there is a significant difference between the pre and post stress level in experimental group. Thus, clinical instructor mentoring reduce the stress of 1<sup>st</sup> year B.Sc Nursing students effectively.

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# INTRODUCTION



## CHAPTER-1

### INTRODUCTION

**“Research is an organized method for keeping you reasonably dissatisfied with what you have”**

**-Charles F Kettering**

The word mentor also relates to the Latin word ‘men’s’ that is, pertaining to, or occurring in the mind (Simpson and Weiner,1989). The term as gradually evolved to signify a designated person who dedicates some of his time to help individuals to learn during their developmental years to progress towards and achieve maturity and establish their identity (Andrews and Robert,2003). Mentoring as a concept and practice, that is in reference to facilitate learning in health care, this has evolved consistently since the 1970s and was formally implemented in pre-registration nursing and midwifery education in 1980s.<sup>1</sup>

The current literature revealed that there are few studies that focus on the clinical placement, and how to improve this experience for nursing students. There is a paucity of research that aims to reduce stress and develop resilience, particularly in the context of the first clinical placement experience. Of these studies that look at interventions to reduce stress and build resilience. Mentoring is a learning and developmental process that assists students’ achievements of competencies, orientation to the clinical role and personnel and professional accomplishment, the opportunity to reduce theory-practice-gap. With the growing emphasis on expanding-evidence-based practice in nursing, however, mentoring.<sup>1</sup>

That nursing students suffer a high level of stress during clinical experience is a common topic in nursing education but there are several efficient strategies in order to cope up into. The purpose of this study to examine the effects that a peer mentoring programme has on a student nurse’s stress level in clinical practice. In a study Leodoro Jabien Labrague a 6-point perceived stress scale for the nursing student’s questionnaire was used to evaluate the stress level. Stress from lack of professional knowledge and skills was the highest score before clinical practice in the experimental and control group, and also was the highest score after clinical practice in the control group. Stress from the assignment and workload was the highest score after clinical practice in experimental group. Study findings reveal that there are various advantages and disadvantages to implementing peer mentoring programmes.<sup>2</sup>The clinical instructor provides needs to provide suitable support and encouragement to the mentor and mentee students during this programme. This

result might provide information that can be used in improving clinical internship experience for the students.<sup>2</sup>

## **NEED FOR STUDY**

**“Creativity requires input, and that’s what research is you are gathering material which to build**

**-Gene Luen Yan**

High levels of anxiety can affect student’s clinical performance presenting a clear threat to success in a clinical rotation. Mentors attitude experience and knowledge influence nursing students and help them complete their nursing practice with success. The students noted that effective clinical mentors should be able to communicate without prejudice give positive feedback, have empathy, require students to do own research and offer students information.<sup>3</sup>

The information gathered in this study would be great help to the college administer. It shall give them the idea on how to handle the common mental problem that there clinical instructor undergo and will try to understand and eventually come up with programmed that will help alleviate this problem. This will also enhance the clinical instructor in their effective mentoring.<sup>4</sup>

This study will greatly help and improve work in condition between the Dean/chairman and their clinical instructor. It will hopefully foster better interpersonal and professional relations that will benefit all.<sup>4</sup>

This study will help them improve their mentoring adaptation to varies challenges that make them effective in their teaching to their students as well as in their dealing with others .It can also help them become component mentors. More ever it will contribute to their professional growth.The study can help students grasp their clinical instructor both as a person also mentor. It will help the acquire the proper knowledge skills and attitude of a professional nurse.

The study may help enhance quality nursing service provided by the staff, clinical instructor and nursing students thus promoting good team work and rapport between the base-hospital and the nursing institution Iligan city.<sup>6</sup>

Mentors need various competencies, sources of motivation and characteristics to successfully mentor the nursing students and support student is learning process. Effective mentoring education can benefit future nursing carrier, student's satisfaction and learning, as well as the overall perception of the nursing profession. Despite the recognized importance of mentoring, little is known about specific mentoring behaviors that result in positive outcomes. Mentors are often asked to write formal letters on behalf of present or former students.<sup>7</sup>

# OBJECTIVES





## **CHAPTER-2**

### **OBJECTIVES**

#### **STATEMENT OF THE PROBLEM**

“A study to Assess the Effectiveness of Clinical Instructor Mentoring on Stress and Clinical Performance of 1<sup>st</sup> year BSc Nursing students at SDUCON Tamaka Kolar

#### **OBJECTIVE OF THE STUDY**

1. To assess the level of stress among the 1<sup>st</sup> year B.Sc nursing students before administration of Clinical instructors mentoring in both groups
2. To assess the level of clinical performance among the 1<sup>st</sup> year B.Sc nursing students before administration of Clinical instructors mentoring in experimental and control group
3. To assess the level of stress among the 1<sup>st</sup> year B.Sc nursing students after administration of Clinical instructors mentoring in both groups
4. To assess the level of clinical performance among the 1<sup>st</sup> year B.Sc nursing students after administration of Clinical instructors mentoring in both groups

#### **Hypothesis**

H01: There will be no major alteration between level of stress among 1<sup>st</sup> year BSC Nursing students in both groups

H02: There will be no major alteration between clinical performance among 1<sup>st</sup> year BSC Nursing students in both groups

## **Operational Definition:**

### **EFFECTIVENESS:**

Effectiveness is evaluated simply by comparing what had been obtained with what had been planned outputs and results indicators are all is needed.

In this study it means the extent to which the clinical mentoring on reducing the stress and increasing the clinical performance of 1<sup>st</sup> year BSc Nursing student

### **CLINICAL INSTRUCTOR:**

Clinical instructor defined as registered nurses who give direct monitoring and teaching students during clinical observation.

The BSc Nursing staff joining in fundamentals of nursing department SDUCON at clinical.

### **MENTORING:**

Mentoring is most often defined as a professional relationship in which an experienced person (the mentor) assist another (mentored) in developing specific skills and less experienced person's professional and personal growth. In this study mentoring refers to the supervision and guidance.

### **STRESS**

In a medical or biological context stress is a physical ,mental, or emotional ,factor that causes bodily or mental tension .stresses can be external (from the environment , psychological, or social situations) or internal (illness, or from a medical procedure). Stress can initiate the “fight or flight” Response ,a complex reaction of neurologic and endocrinology systems.

Here stress is assessed by using standardized sheu perceived stress scale<sup>8</sup>

# REVIEW OF LITERATURE



## CHAPTER - 3

### REVIEW OF LITERATURE

**SS “A critical summary of research on a topic of interest often prepared to patient, a research problem in context or as the basis for an implementation project”**

**-Polit Hugler.**

The chapter deals with selected studies which are related to objectives of the proposed study. A review of research and non-research literature appropriate to the study was undertaken which held the investigation to develop deeper insight into the problem and gain information on what have been done in the past .<sup>9</sup>

H-C Li . A quasi-experimental design was conducted to examine the effects that a peer mentoring program has on student nurses' stress levels during clinical practice. Forty-nine junior level nursing students (n = 17 in the experimental group; n = 32 in the control group) were enrolled in the same medical-surgical nursing class. Mentors were recruited from students who had received medical-surgical experience before entering university. A 6-point perceived Stress Scale for the nursing students' questionnaire was used to evaluate the stress level. Stress from 'lack of professional knowledge and skills' was the highest score before clinical practice in the experimental (3.78) and control (3.57) group, and also was the highest score after clinical practice in the control group (3.44). Stress from 'assignments and workload' was the highest score after clinical practice in experimental group (3.25).<sup>10</sup>

Tuomikoski AM, et al described and explained nurse mentor competence in mentoring nursing students in clinical practice settings based on self-evaluation, as well as identify different mentor profiles. Through random sampling, 3355 nurse mentors were invited to take part in the study in 2016 from all five university hospitals in Finland. Three distinct profiles of mentor competence were identified which include evaluation of mentoring competence level, previous participation in mentoring education, and time spent on reflective discussions with students.<sup>11</sup>

An international cross-sectional survey aimed to develop and test an evidence-based model of mentoring nursing students in medical practice at five European countries: Finland, Italy, Lithuania, Slovenia and Spain. The sample consisted of 1360 mentors (mean age  $41.9 \pm 11$ ). Data were collected with background questions and the Mentor Competence Instrument. The study confirms the research hypotheses about mentorship, and identifies focal competences for designing mentors' education to improve students' clinical learning and establish a common European mentoring model. Mentorship is important for both healthcare organizations and educational systems to enhance students' clinical competences, professional growth and commitment to the nursing profession and organizational environments.<sup>12</sup>

A descriptive survey explored the level of stress, stressors, and physio-psychosocial responses to stress among Filipino student nurses in a government nursing school. : Research data were collected utilizing the Perceived Stress Scale (PSS) and Physio-psychosocial Response Scale (PPSRS). Findings indicated that student nurses experienced moderate level of stress [mean (SD) = 2.18 (0.43)] and were in good physiopsychosocial health [mean (SD) = 1.49 (0.45)]. Stress from assignments and workload [mean (SD) = 2.68 (0.58)] was the most common stressor identified.<sup>13</sup>

Porter SL a mixed methods, convergent parallel design was used. All first year adult nursing students in a public higher education institution beginning their first clinical placement in January 2016 (n= 330) were invited to take part this study and to use a tool delivered by smartphone, designed to help student nurses manage stress and build resilience. Fifty-two of these 1<sup>st</sup> yr nursing students completed two questionnaires, Stress in Nursing Students (SINS) and Resilience Scale (RS) before and during (January and March, 2016) their first clinical placement. Seven of the 52 participants that completed both questionnaires took part in a semistructured interview, and 3 of those 7 had used the stress management app. The overall SINS mean score were, pre-clinical placement 2.83(0.52) and during clinical placement 3.07(0.51); while scores for the amount of stress in different dimensions were: clinical pre: 2.85(0.59), during: 3.02(0.51) education pre: 3.19(0.60), during: 3.32(0.60), confidence pre: 2.29(0.54), during: 2.76(0.52) and finance pre: 3.19(1.03), during: 3.46 (0.85). First year nursing students accomplished an increase in perceived stress during their initial clinical placement. The common stressors were related to clinical and educational dimensions.<sup>14</sup>

Yilmaz EB a descriptive, cross-sectional design was used. The study were carried out in nursing department of Giresun University in Giresun, Turkey. The sampling consisted of 109 nursing students who concern to participate this study in 2014–2015 academic spring term. A Personal Information Form, Ways of Coping Inventory (WCI) and Nursing Education Stress Scale (NESS) were used for gathering data. Results Students generally had moderate levels of academic and clinical stress. Among the academic stressors, the highest frequencies were given to the preparing for the exam (67.9%). Among the clinical stressors, the highest frequencies were given to being criticized by teachers in clinical environments (56.0%), followed by encountering a dying patient (52.3%) and the fear of making practice errors (51.4%). While students mostly used self-confident and optimistic approaches, the social support seeking approach was employed less. The nursing education stress level varied in students according to gender ( $p < 0.05$ ).<sup>15</sup>

Rafati F qualitative content analysis study was carried out with twenty nursing students who were selected using purposive sampling at the Razi nursing and midwifery school in Kerman, in Iran during a ten-month period in 2016. Data were collected using semi-structured face to face interviews, and analyzed through Graneheim and Lundman's qualitative content analysis method. To explore the coping strategies of Iranian nursing students with stress in a clinical setting. Twelve females and 8 males that ranged in age between 18 to 35 years with mean 23 ( $SD \pm 3.5$ ) participated in this study. Six of them were married and 14 were single. One main theme, three categories ("Active confrontation with stress", "mastering the mind and body" and "avoidance") and 15 subcategories emerged from data analysis. "Seeking well-being" as the main theme was extracted from data analysis; this implies that participants employed varieties of coping strategies for approach to well-being. All participants' coping strategies were along the lines of reducing physical and mental symptoms of stress and attaining well-being. This theme included three categories: Active confrontation with stress, Mastering the mind and body and Avoidance.<sup>16</sup>

A Descriptive Co relational Design Was Utilized. Sample Size Consists of 238 Baccalaureate Nursing Students. Three Instrument an Included Demographic Data Sheet, Revised Inventory Socially Behavior (Rissb) and Student Nursing Stress Index Snsi. Statistical Analysis Was Conducted Using Descriptive Analysis. Results: according to the Result, Perceived Social Support 76.5 of Nursing Study is intermediated. Clinical Stress In

65.5 Of Nursing Student Is Intermediation. There was Significant Correlated Perceived Social Support and Age, Course Degree, Stress Of Nursing Students( $P<0.001$ ).<sup>17</sup>

A quantitative research approach, descriptive research design was adopted for the study. Samples of 60 student's 1st year B.Sc nursing were selected by purposive sampling technique. Modified student stress scale was used to assess the level of stress. This data was analyzed by using the descriptive and inferential statistics i.e. frequency and percentage, mean, standard deviation, and chi-square. Major findings of the study: 14(23%) students had mild stress, 40(67%) students had moderate stress, 6 (10%) students had severe stress. Association between the level of stress and socio demographic variables, there is a statistically meaningful association with gender and no important association with other socio demographic variables such as such type of family, father's education, mother's education, father's occupation, mother's occupation, family income per month, type of residence, distance from residence.<sup>18</sup>

A quantitative research approach, descriptive research design was adopted for the study. A sample of 60 1st year B.Sc nursing students was selected by using simple random sampling technique. Modified student stress scale was used to assess the level of stress. The data was analyzed by using the descriptive and inferential statistics i.e. frequency and percentage, mean, standard deviation, Z test and chi-square. Major findings of the study: 15(25%) students had mild stress, 22(36.7%) students had moderate stress, 23 (38.3%) students had severe stress. In post test 15(25%) students had very mild stress, 29(48.3%) students had mild stress and 16(26.7%) had moderate stress. Association between level of stress and socio demographic variables, there is statistically valid association with socio demographic variables such as mother's education, father's education, family income per month, type of family and awareness about nursing profession<sup>19</sup>

A cross-sectional study tested the PSS preliminary psychometric properties among 320 nursing students at 5 Jordanian universities to estimate clinical stress among nursing students. The Arabic version of the PSS showed high internal consistency reliability (Cronbach's  $\alpha$  was 0.90 in addition to an excellent content validity (CVI was 0.94). The exploratory factor analysis indicated that 54.54% of the total variance was accounted for by the five factors model, which confirmed the construct validity of the Arabic version of PSS.

The findings of this study revealed that the Arabic version of PSS can be appropriately implemented among nursing students.<sup>20</sup>

The study has adopted a qualitative interpretive approach, using semi-structured interviews with 10 female fourth-year mental-health nursing students to examine the psychosocial stress factors that influence mental-health nursing students in a Saudi University. The results of the present study make it possible to conceptualize the dynamics that impede the progress of students nearing the end of their final academic year. The analysis focuses on four main themes: (a) the clinical learning context; (b) discrimination against nurses; (c) interpersonal relationships; and (d) social challenges. The study findings highlight the importance of encouraging students to strengthen peer relationships, improve their own psychological wellbeing, and embrace strategies for managing both personal and academic stress levels.<sup>21</sup>



# METHODOLOGY



## **CHAPTER -4**

### **METHODOLOGY**

This chapter deals with the methodology selected for the study. It includes research approach, research design, setting sample and sampling technique, development and description of the instrument for the data collection regarding the procedure and plan for data analysis.<sup>22</sup>

#### **Research approach**

Research approach is the whole design including assumption, the process, the inquiry, the type of data collected and the measuring of findings.

The research approach used in the study was quantitative approach.

**Research design:** True experimental design

#### **Variables**

- **Independent variable:**  
Clinical mentoring
- **Dependent variable**  
Stress and Clinical performance of 1<sup>st</sup> year B.Sc Nursing students.

#### **Setting of study**

This study will be conducted at Sri Devaraj Urs College of Nursing attached to the Parent hospital of R L Jalappa Hospital & Research Centre, Tamaka, Kolar

#### **Population**

1<sup>st</sup> year B.Sc Nursing students

#### **Sample and sample size**

The sample consist of 60 students of 1<sup>st</sup> year BSc Nursing which consist of 30 experimental and 30 control group.

## **Sampling technique**

Sampling technique defines the process of selecting a group of people or other elements with which to conduct a study.

In this study, simple random technique was adopted.

## **Sampling criteria**

### **➤ Inclusion criteria**

1<sup>st</sup> year B.Sc Nursing students who will be coming regular in clinical.

### **➤ Exclusion criteria**

1<sup>st</sup> year B.Sc Nursing students who will be irregular in clinical.

## **Data collection tool**

### **➤ Tool 1: Socio Demographic Data**

### **➤ Tool 2: Perceived Stress Scale**

## **Description of tool**

### **1. Socio Demographic Data**

The tool was constructed by mentors to collect the background data of the study. It consists of 5 items they are age, gender, place, family income and religion.

### **2. Perceived Stress Scale**

Perceived stress scale is a standard stress scale developed by Sheu SL, Lin HS, Hwang SL. It consists of 6 items and each item is rated on a 4 point scale ranging from 1-4 with higher score signifying amount of stress. To determine the amount of stress the following scaling was used; 2.67- 4.00 for High Stress, 1.34- 2.66 for Moderate Stress and 0- 1.33 for Low Stress.<sup>8</sup>

### **Method of data collection**

1. Institutional Ethical committee permission was obtained.
2. Permission from Principal of Sri Devaraj Urs College of Nursing was obtained.
3. Written consent from participants was obtained
4. 60 of 1<sup>st</sup> year B.Sc Nursing student of SDUCON through simple random technique were selected.
5. Pretest was conducted by using Perceived Stress scale
6. Clinical Instructor Mentors was allotted to the students
7. Every week the Clinical Instructor Mentor would meet the students and spend 30 minutes time
8. The Clinical Instructor supported the mentors by meeting weekly to complete their requirements
9. Post test was conducted after 3 months by using Perceived Stress scale from experimental and control group

### **Plan for data analysis**

The data will be analyzed using both descriptive and inferential statistics. Paired‘t’ test was used within the groups to test pre and post level stress. Independent‘t’ test was used between both group to assess post level stress.

# RESULTS



## **CHAPTER- 5**

### **RESULT**

#### **Problem of statement:**

“A study to Assess the Effectiveness of Clinical Instructor Mentoring on Stress and Clinical Performance of 1<sup>st</sup> year BSc Nursing students at SDUCON Tamaka Kolar

#### **OBJECTIVE OF THE STUDY**

1. To assess the level of stress among the 1<sup>st</sup> year B.Sc nursing students before administration of Clinical instructors mentoring in both groups
2. To assess the level of clinical performance among the 1<sup>st</sup> year B.Sc nursing students before administration of Clinical instructors mentoring in both groups
3. To assess the level of stress among the 1<sup>st</sup> year B.Sc nursing students after administration of Clinical instructors mentoring in both groups
4. To assess the level of clinical performance among the 1<sup>st</sup> year B.Sc nursing students after administration of Clinical instructors mentoring in both groups

#### **ORGANIZATION OF FINDINGS**

Analysis of the data is presented below following categories:

1. Description of Socio Demographic data of 1<sup>st</sup> year B.Sc Nursing students.
2. Description of level of stress of 1<sup>st</sup> year B.Sc Nursing Students in Experimental group before and after Clinical Instructor mentoring
3. Description of level of stress of 1<sup>st</sup> year B.Sc Nursing Students in Control group before and after Clinical Instructor mentoring
4. Comparison of level of stress of 1<sup>st</sup> year B.Sc Nursing Students in both group before and after Clinical Instructor mentoring
5. Comparison of clinical performance of 1<sup>st</sup> year B.Sc Nursing Students in both groups before and after Clinical Instructor mentoring

## SECTION: 1

### Description of socio demographic data of 1<sup>st</sup> year B.Sc Nursing students.

**Table1: Frequency and percentages distribution of socio demographic variables.**

**N=60**

<b>SL.NO</b>	<b>Socio demographic variables</b>	<b>Frequency (f)</b>	<b>Percentage (%)</b>
<b>1.</b>	<b>Age in Years</b>		
	1.1) <18	01	1.6%
	1.2) 19- 20	15	25%
	1.2) > 21	0	0%
<b>2.</b>	<b>Gender</b>		
	2.1) Male	03	5%
	2.2) Female	51	85%
<b>3.</b>	<b>Place</b>		
	3.1) Hostelite	48	80%
	3.2) Day scholars	06	10%
<b>4.</b>	<b>Family Income</b>		
	4.1) less than 10,000	13	22%
	4.2) 10,000- 20,000	24	40%
	4.3) more than 20,000	17	28%
<b>5.</b>	<b>Religion</b>		
	5.1) Hindu	17	28%
	5.2) Christian	36	60%
	5.3) Muslim	01	2%

In Table 1 the study result showed that, majority 15 (25%) of students refers to 19-20 yrs, 1(1.6%) of student refers to <18 yrs and none (0%) of student refers to >21 yrs age. Almost all students were females 51 (85%) and remaining were males 3 (5%). Majority 48(80%) of the students were hostelites and remaining 6 (10%) were dayscholars. Majority of 24(40%) of family income were 10,000- 20,000, 17(28%) of family income were >20,000 and remaining 13(22%) were <10,000 family income. Almost all 36(60%) students were Christian, 17(28%) of students were Hindu and remaining 1(2%) of student were Muslim.

## SECTION:2

### Description of level of stress of 1<sup>st</sup> year B.Sc Nursing Students of Experimental group before and after Clinical Instructor mentoring

**Table 2: Level of stress of 1<sup>st</sup> year B.Sc Nursing Students of Experimental group before and after Clinical Instructor mentoring.**

Sl.no	Questions	Exp. Group Pre test		Exp. Group Post test	
		Mean	S.D	Mean	S.D
1.	Unfamiliar with medical history and terms	1.53	.900	1.33	.606
2.	Unfamiliar with professional nursing skills	1.63	.964	1.43	.679
3.	Unfamiliar with patients diagnosis and treatment	1.63	.964	1.30	.651
4.	Worry about poor grades	2.33	1.124	2.27	1.048
5.	Pressure from the nature and quality of clinical practice	2.33	.994	1.73	.907
6.	Feeling that performance does not meet teachers expectation	2.47	1.008	2.10	1.094
7.	Feeling that dull and inflexible clinical practice affect family/ social life	2.07	1.112	1.83	1.053
8.	Feeling that the demand of clinical practice exceed physical and emotional endurance	1.63	.999	1.83	.986
9.	Lack of experience and ability in providing nursing care and making judgment	2.37	1.033	1.90	1.094
10.	Not knowing how to help the patient with physic- psycho - social problems	1.97	1.033	1.50	.900
11.	Unable to reach expectation	2.27	1.172	2.07	1.112
12.	Unable to provide appropriate response to doctors teachers and patient questions	2.17	1.020	1.87	1.106
13.	Worry about not being trust or patient or their families	1.93	1.048	1.53	.937
14.	Unable to provide patient good nursing care	1.53	.937	1.50	.8 61
15.	Not knowing how to communicate with patient	1.67	.884	1.57	.971
16.	Difficulty changing from the role of student that student that of a nurse	1.90	1.029	1.50	.861
17.	Feeling of stress in the environment where clinical practice take place	1.73	1.015	1.80	.961
18.	Unfamiliar with ward facilities	1.57	1.006	1.40	.770
19.	Feeling of stress from rapid changes in a patient condition	1.93	.980	1.80	.925



20.	Seeing a discrepancy between theory and practice	2.07	1.143	1.80	.997
21.	Not knowing how to discuss a pt illness with teachers or medical an nursing personal	1.77	1.006	1.57	.898
22.	Feeling of stress when teachers instructions is different from expectations	1.97	.964	1.80	.997
23.	Medical personnel lacking empathy and willingness to help	1.70	.952	1.73	.980
24.	Feeling that teachers do not evaluate student fairly	2.17	.986	1.57	.898
25.	Lack of care and guidance from teachers	1.93	1.015	1.57	.935
26.	Experience of competition from peers in school and clinical practice	2.07	1.112	1.90	.960
27.	Feeling of pressure from teachers who evaluate students performance by comparison	1.90	1.062	1.70	.952
28.	Feeling the clinical practice affect involvement in extracurricular activities	1.87	1.042	1.57	.817
29.	Inability to get along with group peers	1.83	1.053	1.67	.884
	<b>Over all mean</b>	<b>1.92</b>	<b>.26</b>	<b>1.69</b>	<b>.23</b>

The above table 2 shows the level of stress 1<sup>st</sup> year BSc Nursing students that most of students are having the moderate stress 1.34-2.66.

**Table 3: Areawise Means Stress Score of 1<sup>st</sup> year BSc Nursing Student of Experimental group**

Indicators	Experimental ( Mean)	
	Pre stress	Post stress
Stress from lack of professional knowledge and skills.	1.5	1.35
Stress from assignments and work load	2.16	1.95
Stress from taking care of patients	2.04	1.68
Stress from clinical environment	1.74	1.66
Stress teachers and nursing staffs	1.93	1.67
Stress from peers and daily life	1.91	1.71
<b>Over all Mean stress</b>	<b>1.92</b>	<b>1.69</b>

Table 3 shows the areawise mean sub scale pre-test stress score in experimental group. The highest sub scale stress score was observed with assignments and workload in both pre test (2.16) and post test (1.95).

**Table 4: Paired t test areawise Mean Stress Score of 1<sup>st</sup> year BSc Nursing Students of Experimental group**

Sl.No	Indicators	M $\pm$ SD	SD <sub>DEM</sub>	't'	'p' value
1	Stress from lack of professional knowledge and skills	.24 $\pm$ .07	.04	5.6	.03
2	Stress from assignments and work load	.21 $\pm$ .03	.13	1.57	.19
3	Stress from taking care of patients	.29 $\pm$ .16	.05	4.95	.002
4	Stress from clinical environment	.07 $\pm$ .12	.07	1.03	.410
5	Stress teachers and nursing staffs	.26 $\pm$ .21	.08	3.04	.029
6	Stress from peers and daily life	.20 $\pm$ .06	.03	6.48	.007

Table 4 shows the Paired t test areawise mean sub scale stress score of 1<sup>st</sup> year BSc Nursing students of experimental group was a major differences between the Stress from taking care of patients (p=.002) and Stress from peers and daily life (p=.007) there is no major differences between the Stress from lack of professional knowledge and skills (.19) Stress from teachers and nursing staffs (.029). So it is evident that Clinical Instructor Mentoring has reduced the Stress among 1<sup>st</sup> year BSc Nursing Students.

### SECTION:3

### 3. Description of level of stress of 1<sup>st</sup> year B.Sc Nursing Students of Control group before and after Clinical Instructor mentoring

**Table 5: Level of stress of 1<sup>st</sup> year B.Sc Nursing Students of Control group early and late Clinical Instructor mentoring**

Sl.no	Questions	Control group Pre test		Control group Post test	
		Mean	S.D	Mean	S.D
1.	Unfamiliar with medical history and terms	1.83	.950	2.33	1.184
2	Unfamiliar with professional nursing skills	1.80	.887	2.03	1.033
3	Unfamiliar with patients diagnosis and treatment	1.53	.860	2.07	1.015
4	Worry about poor grades	3.00	.910	2.80	1.095
5	Pressure from the nature and quality of clinical practice	2.33	1.184	2.30	.988
6	Feeling that performance does not meet teachers expectation	2.50	1.137	2.20	.925
7	Feeling that dull and inflexible clinical practice affect family/ social life	2.20	1.186	2.50	.938
8	Feeling that the demand of clinical practice exceed physical and emotional endurance	2.40	1.133	2.53	.900
9	Lack of experience and ability in providing nursing care and making judgment	2.07	1.112	2.13	1.042
10	Not knowing how to help the patient with physic- psycho - social problems	1.80	.997	1.97	.964
11	Unable to reach expectation	2.30	1.088	1.93	.980
12	Unable to provide appropriate response to doctors teachers and patient questions	1.83	1.085	2.07	1.112
13	Worry about not being trust or patient or their families	2.03	1.066	1.43	.728
14	Unable to provide patient good nursing care	1.47	.776	1.53	.776
15	Not knowing how to communicate with patient	1.90	1.094	1.70	.988
16	Difficulty changing from the role of student that student that of a nurse	1.93	1.112	1.90	.923
17	Feeling of stress in the environment where clinical practice take place	2.30	1.208	2.03	.928
18	Unfamiliar with ward facilities	1.67	.959	1.80	.887
19	Feeling of stress from rapid changes in a patient condition	2.00	1.114	2.23	.898
20	Seeing a discrepancy between theory and practice	2.30	1.119	2.00	.910
21	Not knowing how to discuss a pt illness with teachers or medical an nursing personal	1.77	1.006	1.70	.952

22	Feeling of stress when teachers instructions is different from expectations	2.47	1.196	2.13	.937
23	Medical personnel lacking empathy and willingness to help	2.23	1.165	1.93	.828
24	Feeling that teachers do not evaluate student fairly	2.00	1.114	1.53	.730
25	Lack of care and guidance from teachers	1.93	1.172	1.87	.973
26	Experience of competition from peers in school and clinical practice	2.07	1.112	2.03	.928
27	Feeling of pressure from teachers who evaluate students performance by comparison	2.17	1.117	1.83	1.020
28	Feeling the clinical practice affect involvement in extracurricular activities	2.17	1.053	1.70	.837
29	Inability to get along with group peers	1.57	.858	1.73	.868
	<b>Over all mean</b>	<b>2.05</b>	<b>.33</b>	<b>1.99</b>	<b>.31</b>

Above table 5 shows the amount of stress 1<sup>st</sup> year BSc Nursing student in control group, reveals that all students are having the moderate stress between 1.34-2.66

**Table 6: Areawise Mean Stress Score 1<sup>st</sup> year BSc Nursing students in Control group**

<b>Indicators</b>	<b>Control ( Mean)</b>	
	<b>Pre Stress</b>	<b>Post Stress</b>
Stress from lack of professional knowledge and skills	1.72	2.14
Stress from assignments and work load	2.48	2.46
Stress from taking care of patients	1.91	1.83
Stress from clinical environment	1.99	2.02
Stress from teachers and nursing staffs	2.11	1.86
Stress from peers and daily life	1.97	1.82
<b>Over all Mean</b>	<b>2.05</b>	<b>1.99</b>

Table 6 shows the areawise mean sub scale pre-test and post test stress score in control group. The highest sub scale stress score was observed with assignments and workload in both pre test( 2.48) and post test (2.46) in control group .

**Table 7: Paired t test Areawise Mean Sub Stress Score of 1<sup>st</sup> year BSc Nursing Students in Control group**

Sl.no	Indicators	M $\pm$ SD	SD <sub>Em</sub>	't'	'p' value
1	Stress from lack of professional knowledge and skills	.42 $\pm$ .16	.09	4.3	.04
2	Stress from assignments and work load	.03 $\pm$ .22	.09	.34	.74
3	Stress from taking care of patients	.08 $\pm$ .28	.10	.82	.43
4	Stress from clinical environment	.03 $\pm$ .26	.15	.19	.86
5	Stress teachers and nursing staffs	.25 $\pm$ .16	.06	3.9	.01
6	Stress from peers and daily life	.15 $\pm$ .29	.14	1.0	.37

Table 7 shows the Paired t test areawise mean sub scale stress score in 1<sup>st</sup> year BSc Nursing students of control group was a major difference between Stress from teachers and nursing staff (.01) Stress from lack of professional knowledge and skills (.04). There was no significant difference between Stress from taking care of patients (.43) and Stress from assignment and work load.

## SECTION: 4

### 4. Comparison level of stress 1<sup>st</sup> year B.Sc Nursing Students in both group early and late Clinical Instructor mentoring

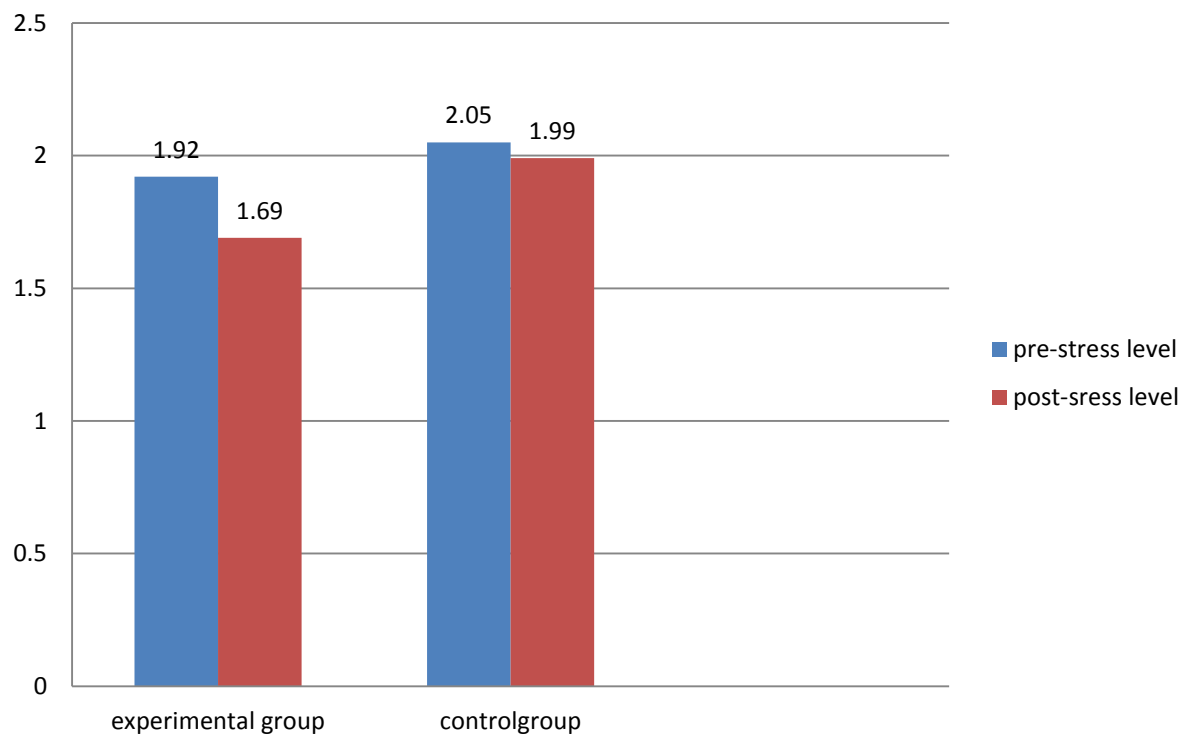
**Table 8: Shows the Compare level of stress 1st year B.Sc Nursing Students both group early and late Clinical Instructor mentoring**

<b>Stress Level</b>	<b>Group</b>	<b>M <math>\pm</math> SD</b>	<b>SD<sub>EM</sub></b>	<b>‘t’</b>	<b>‘p’value</b>
Pre-stress level	Experimental	1.92 $\pm$ 0.26	.061	1.57	.12
	Control	2.05 $\pm$ .33	.04	1.57	
Post-stress level	Experimental	1.69 $\pm$ .23	.042	4.10	<.001
	Control	1.99 $\pm$ s .31	.057	4.20	

Table: 8 shows by comparing both group, the independent sample ‘t’ test revealed there was significant differences in the stress scores between these two groups. Obviously Clinical Instructor Mentoring reduced the stress among 1<sup>st</sup> year BSc Nursing Students.



## COMPARISON LEVEL OF STRESS IN PRE AND POST TEST



## **SECTION: 5**

### **5. Clinical Performance of 1<sup>st</sup> Year BSc Nursing student before and after mentoring**

**Table 9: Shows the Clinical Performance of 1<sup>st</sup> Year BSc Nursing student before and after mentoring.**

<b>Procedure</b>	<b>Number of Procedures</b>			
	<b>Control</b>		<b>Experimental</b>	
	<b>Before</b>	<b>After</b>	<b>Before</b>	<b>After</b>
	0	100	0	100

Table 9 reveals the clinical performance of 1<sup>st</sup> year BSc Nursing students, due to Covid pandemic all students were engaged in clinical lab to complete procedure by Clinical Instructor.

# DISCUSSION



## **CHAPTER -6**

### **DISCUSSIONS**

The aim of study to assess the effectiveness of Clinical Instructor Mentoring on Stress and Clinical Performance of 1<sup>st</sup> year BSc Nursing students at SDUCON Tamaka, Kolar.

#### **OBJECTIVE OF THE STUDY**

1. To assess the level of stress among the 1<sup>st</sup> year B.Sc nursing students before administration of Clinical instructors mentoring in both groups
2. To assess the level of clinical performance among the 1<sup>st</sup> year B.Sc nursing students before administration of Clinical instructors mentoring in both groups
3. To assess the level of stress among the 1<sup>st</sup> year B.Sc nursing students after administration of Clinical instructors mentoring in both groups
4. To assess the level of clinical performance among the 1<sup>st</sup> year B.Sc nursing students after administration of Clinical instructors mentoring in both groups

#### **The outcome of the study is discussed below following categories:**

**Section 1:** Description of Socio Demographic data of 1<sup>st</sup> year B.Sc Nursing students.

**Section 2:** Description of level of stress of 1<sup>st</sup> year B.Sc Nursing Students in Experimental group early and late Clinical Instructor Mentoring

**Section 3:** Description of level of stress of 1<sup>st</sup> year B.Sc Nursing Students in Control group before and after Clinical Instructor Mentoring

**Section 4:** Comparison of level of stress of 1<sup>st</sup> year B.Sc Nursing Students in Experimental and Control group before and after Clinical Instructor Mentoring

**Section 5:** Comparison of clinical performance of 1<sup>st</sup> year B.Sc Nursing Students in Experimental and Control group pre and post Clinical Instructor Mentoring.

#### **MAJOR FINDINGS OF THE STUDY**

Majority 15 (25%) of students refers to 19-20 yrs, 1(1.6%) of student refers to <18 yrs and none (0%) of student refers to >21 yrs age. Almost all students were females 51 (85%) and remaining were males 3 (5%). Majority 48(80%) of the students were hostelites and remaining 6 (10%) were dayscholars. Majority of 24(40%) of family income were 10,000-20,000, 17(28%) of family income were >20,000 and remaining 13(22%) were <10,000

family income. Almost all 36(60%) students were Christian, 17(28%) of students were Hindu and remaining 1(2%) of student were Muslim.

All 1<sup>st</sup> year BSc Nursing students are having the moderate stress 1.34-2.66. The highest sub scale stress score was observed with assignments and workload in both pre test (2.16) and post test (1.95).

The Paired t test areawise mean sub scale stress score of 1<sup>st</sup> year BSc Nursing students of experimental group was a major differences between the Stress from taking care of patients p and Stress from peers and daily life there is no major differences between the Stress from lack of professional knowledge and skills ,Stress from teachers and nursing staffs (.029). So it is evident that Clinical Instructor Mentoring has reduced the Stress among 1<sup>st</sup> year BSc Nursing Students.

The highest sub scale mean stress score was observed with assignments and workload in both pre test( 2.48) and post test (2.46) in control group .

Paired t test areawise mean sub scale stress score in 1<sup>st</sup> year BSc Nursing students of control group there was a major difference between Stress from teachers and nursing staff (.01) Stress from lack of professional knowledge and skills (.04). There was no significant difference between Stress from taking care of patients (.43) and Stress from assignment and work load.

There was a significant difference in the stress scores between these two groups. Obviously Clinical Instructor Mentoring reduced the stress among 1<sup>st</sup> year BSc Nursing Students..

Due to Covid pandemic all students were engaged in clinical lab to complete procedure by Clinical Instructors. All 1<sup>st</sup> year BSc Nursing students completed their clinical performance.

The study findings were consistent with the findings of the study conducted by H -C Li .(n = 17 in the experimental group; n = 32 in the control group) were enrolled in the same medical-surgical nursing class. The findings of the study are Stress from 'lack of professional knowledge and skills' was the highest score before clinical practice in the experimental (3.78) and control (3.57) group, and also was the highest score after clinical

practice in the control group (3.44). Stress from 'assignments and workload' was the highest score after clinical practice in experimental group (3.25)<sup>2</sup>.

The study findings were consistent with the findings of the study conducted by Rafati F . The sample are twelve females and 8 males that ranged in age between 18 to 35 years with mean 23 (SD  $\pm$  3.5) participated in this study . There was considerable improvement in samples .

The study findings were consistent with the findings of the study conducted by Porter SL (n= 330) were invited to take part this study and to use a tool delivered by smartphone, The overall findings 2.83(0.52) and during clinical placement 3.07(0.51); while scores for the amount of stress in different dimensions were: clinical pre: 2.85(0.59), during: 3.02(0.51) education pre: 3.19(0.60), during: 3.32(0.60), confidence pre: 2.29(0.54), during: 2.76(0.52) and finance pre: 3.19(1.03), during: 3.46 (0.85)<sup>15</sup>.

# CONCLUSION



## **CHAPTER-7**

### **CONCLUSION**

This section deals with conclusion, limitation and recommendation of the study. Further it includes implications for the Nursing Practice, Nursing Education, Nursing Administration and Nursing Research.

The aim of the study is to assess the effectiveness of Clinical Instructor Mentoring on Stress and Clinical Performance of 1<sup>st</sup> year BSc Nursing students at SDUCON Tamaka, Kolar. True Experimental design used this study. The data were collected from 60 1<sup>st</sup> year BSc Nursing Student (30 is in Experimental group and 30 in Control group).

### **IMPLICATIONS OF THE STUDY**

The implications of this study can be seen areas of nursing practice, nursing education, nursing administration and nursing research.

#### **NURSING PRACTICE**

- Clinical Instructor Mentoring will serve as a guideline to decrease the stress and improve the Clinical Practice of Nursing Students.
- Clinical Instructor will be able to give mentoring at the Clinical Practice.

#### **NURSING EDUCATION**

- Clinical Instructor Mentoring can be incorporated in Nursing Education Curriculum

#### **NURSING ADMINISTRATION**

- In-service education can be planned to Staff Nurse and Clinical Instructor to impact Clinical Instructor Mentoring of Nursing Students at the Clinical Practice



## **NURSING RESEARCH**

- Contributes relevant additional information to the body of knowledge
- The suggestion and recommendation and can be utilized by other researchers for further studies in the same field.

## **LIMITATION OF THE STUDY**

- The study was limited to only 1<sup>st</sup> year Bsc Nursing Students

## **RECOMMENDATION**

Based on findings of present study recommendations offered for further study are:

- Similar study can be implemented to other batches of Nursing students
- Similar study can be conducted with Peer Mentoring.

## **SUMMARY**

This chapter has brought out various implication of the study and provided recommendations. Studies of this kind should be conducted to yield more reliable results.

# SUMMARY



## **CHAPTER-8**

### **SUMMARY**

The aim of study to assess the effectiveness of Clinical Instructor Mentoring on Stress and Clinical Performance of 1<sup>st</sup> year BSc Nursing students at SDUCON Tamaka, Kolar.

### **OBJECTIVE OF THE STUDY**

1. To assess the level of stress among the 1<sup>st</sup> year B.Sc nursing students before administration of Clinical instructors mentoring in both groups
2. To assess the level of clinical performance among the 1<sup>st</sup> year B.Sc nursing students before administration of Clinical instructors mentoring in experimental and control group
3. To assess the level of stress among the 1<sup>st</sup> year B.Sc nursing students after administration of Clinical instructors mentoring in both groups
4. To assess the level of clinical performance among the 1<sup>st</sup> year B.Sc nursing students after administration of Clinical instructors mentoring in both groups

### **Hypothesis**

H01: There will be no major alteration between level of stress among 1<sup>st</sup> year BSC Nursing students in both groups

H02: There will be no major alteration between clinical performance among 1<sup>st</sup> year BSC Nursing students in both groups

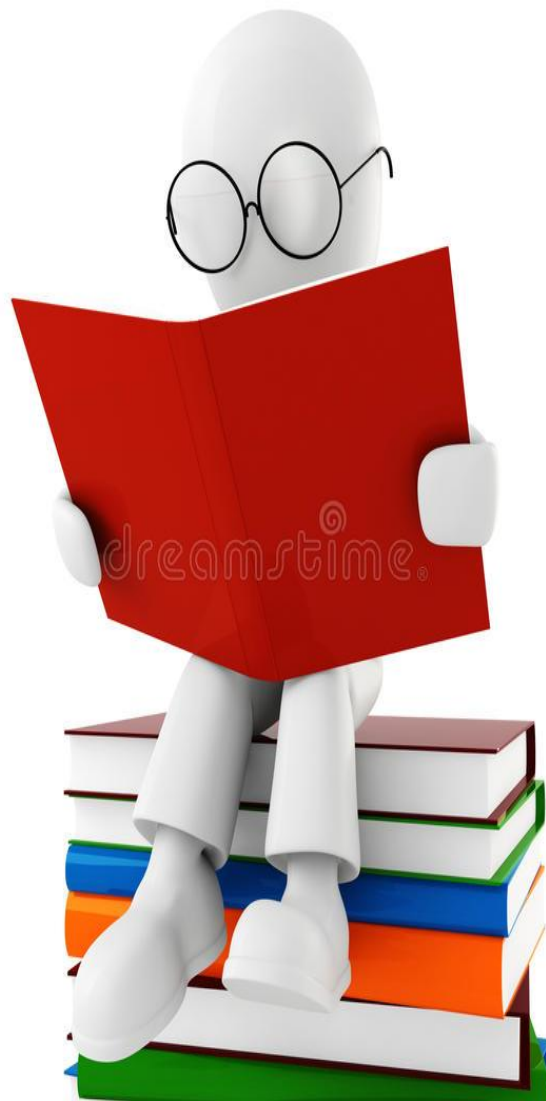
### **METHODOLOGY**

In this study, true -experimental study research design was selected. The sample consists of 30 BSc nursing students for experimental group, 30 BSc nursing students in control group of selected Sri Devaraj Urs College of Nursing Tamaka Kolar, by using purposive sampling technique, the sample were selected. Data was collected, analysed, interpreted based on descriptive and inferential statistics.

## MAJOR FINDINGS.

- Experimental group Paired t test areawise mean sub scale stress score of 1<sup>st</sup> year BSc Nursing students of experimental group was a major differences between the Stress from taking care of patients ( $p=.002$ ) and Stress from peers and daily life ( $p=.007$ ) there is no major differences between the Stress from lack of professional knowledge and skills (.19) Stress from teachers and nursing staffs (.029). So it is evident that Clinical Instructor Mentoring has reduced the Stress among 1<sup>st</sup> year BSc Nursing Students.
  
- Control group Paired t test areawise mean sub scale stress score in 1<sup>st</sup> year BSc Nursing students of control group was a major difference between Stress from teachers and nursing staff (.01) Stress from lack of professional knowledge and skills (.04). There was no significant difference between Stress from taking care of patients (.43) and Stress from assignment and work load.

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# ANNEXURE





## ANNEXURE: 1

### ETHICAL COMMITTEE CLERANCE CERTIFICATE

	SRI DEVARAJ URS COLLEGE OF NURSING TAMAKA, KOLAR – 563 103.		Format No.	IEC 01
			Issue No.	02
	INSTITUTIONAL ETHICS COMMITTEE		Rev No.	01
			Date	01-09-2018

Ref.:No.SDUCON/IEC/49 /2019-20

MEETING NO-05

Date:14-03-2020

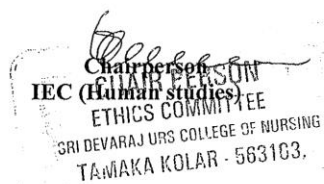
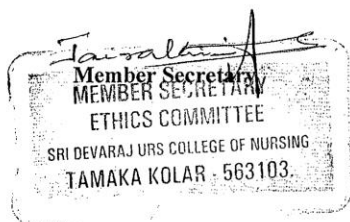
This is to certify that the institution committee of Sri Devaraj Urs College of Nursing, tamaka, Kolar has examined and unanimously *approved the following research projects:*

Sl. No	Name of the Topic	Guide	Investigator	Accepted/ Not accepted	Remarks
1	A study to assess the level of effectiveness of planned teaching programme on knowledge regarding health appraisal activities among primary schools of kolar taluk	Dr. Malathi K.V	Abdul Rahaman Abiya stanly Anie Varghese Ann Rose Nixon Anjali M.	<i>Accepted</i>	
2	A study to assess the effectiveness of deep breathing exercises as play way method on respiratory parameters among children admitted with lower respiratory tract infection in a selected hospital, kolar	Dr. Radha M..S.	Elizabeth joseph Alphonsa George Alphonsa john Archana Bahavana B.	<i>Accepted</i>	
3	A descriptive study to assess <i>Perceived</i> . stress among geriatrics in a selected old age homes of kolar district	Mrs. Jairakini Aruna	Rahul Beena Arya Anna Reiji Arathi	<i>Accepted</i>	

4	A study to assess the effectiveness of clinical instructors mentoring on stress and clinical performance of 1 <sup>st</sup> year nursing students at SDUCON, Tamaka, kolar	Mrs. Subhashini Lavanya	Bini Jose Brinda Jenefer suguna Jerin Vijay Lisha Reji Mohammed Nayaz	Accepted	
5	A study to assess maternal satisfaction regarding quality of nursing care during labour and post partum among postnatal mother at selected hospital kolar.	Mrs. Punitha M	Chaitra Deepika Chickareddemma Janifer Riya jose Samuel	Accepted	
6	A study to assess the knowledge regarding benefits of iodized salt and salt preservation practices among Home makers of selected Households at kolar, with a view to conduct planned group teaching programmes	Mrs. Vani R	Priyanka Rachana Raveena Reshma Rosna	Accepted	
7	A descriptive study on identification of auditory processing disorder (APD) among school going children in selected schools at kolar.	Mr. R. Rajesh	Srikanth P S Sruthi Sncha Prasad Bhavanashree Sree kutty Sherly	Accepted	
8	A study to assess the effectiveness of a competency skill among staff nurses on code blue and CPR in selected hospital kolar with a view to develop information booklet.	Dr. Zeanath C.J	Rajesh Samyuktha Shwetha Sumi Issac Sunitha	Accepted	
9	A study to evaluate the effectiveness of video assisted Teaching on knowledge and practice regarding Sheehans syndrome among staff nurses working at selected hospital kolar.	Mrs. Gayathri	Tessi Mole Supriya Sophiya Trinipaul vinthya	Accepted	
10	A study to assess the effectiveness of curry leaves mix in management of blood glucose level among type-2 diabetic clients in a selected urban area, kolar..	Prof. Mary Minerva	Masiulla Bindushree Aswathy Sona Nathiya	Accepted	

11	A study to assess the prevalence of breast cancer and effectiveness of Planned health education (PHE) on knowledge regarding identification of warning signs of breast cancer and its prevention among women attending different OPDs of selected hospital with a view to develop video programme.	Dr. G. Vijayalakshmi	Chaitra Magrisha Prema Suresh Uma Vidhya Nethravathi Munirathna	accepted	
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Sl. No.	Name	Signature
1	Dr.V.Lakshmaiah	Present
2	Dr.Mohan Kumar	Absent
3	Dr.Bhuvana K.	present
4	Mr.Sridhar	Absent
5	Mr.Suresh B	Present
6	Swamy Acharyananda Avadutha	present
7	Mrs.Lakshmi	Absent



## **ANNEXURE: 2**

### **PERMISSION LETTER**

**From,**

**Date:**

3<sup>rd</sup> Year B.SC (N) Students,  
Sri Devaraj Urs College of Nursing,  
Tamaka, Kolar -563101.

**To,**

The Principal,  
Sri Devaraj Urs College of Nursing,  
Tamaka, Kolar-563101.

**Respected Sir,**

**Sub: Requesting permission to conducting a research study in SDUCON.**

We the undergraduate students of Sri Devaraj Urs College of Nursing, Tamaka, Kolar has Selected the below mentioned topic for our research project as Partial fulfillment of requirements.

Title of the Topic:

**“A STUDY TO ASSESS THE EFFEECTIVENESS OF CLINICAL INSTRUCTOR MENTORING ON STRESS AND CLINICAL PERFORMANCE OF 1<sup>st</sup> YEAR BSC NURSING STUDENTS AT SDUCON TAMAKA KOLAR”**

With regarding to above, we kindly request you to grant permission to conduct research study on 1<sup>st</sup> year BSC Nursing students who are all joined in the college of SRI DEVARAJ URS COLLEGE OF NURSING TAMAKA KOLAR without disturbing the classes.

We will be highly obliged and remain thankful for your great help.

**Thanking You,**

Date:

**yours sincerely,**

Place: Tamaka

Ms.Bini Jose  
Ms. Brindha.M  
Ms. Jenifer Suguna.T  
Ms. Jerin Vijay  
Ms. Lisa Reji  
Mr.Mohammed Nayaz

## **ANNEXURE 3**

### **Consent Form**

**From,**

3<sup>rd</sup> year B.Sc nursing students,  
Sri Devaraj Urs College of Nursing,  
Tamaka, Kolar.

**Dear participants,**

We the 3<sup>rd</sup> year B.Sc nursing students are required to conduct a research as a part of our curricular activity. The topics is “ A study to assess the effectiveness of clinical instructor mentoring on stress and clinical performance of 1<sup>st</sup> year B.Sc nursing student at Tamaka, kolar among students studying at selected college, kolar.

We request you to participate in the study by answering the questionnaire which requires 10-30 minutes, we assure you that your response will be used only for the study purpose and will be kept confidential.

**Thanking you.**

**Yours sincerely,**

3<sup>rd</sup> year B.Sc nursing students.

**Date:**

**Place:**

**Consent:**

I \_\_\_\_\_ give my consent for the above mentioned study knowing that all information provided by us will be treated confidentiality by the investigator.

**Signature of the participant**

**ANNEXURE: 4**  
**SOCIO DEMOGRAPHIC DATA**  
**SECTION- A**

**INSTRUCTION:**

- A. Read the following questions and answer appropriately**
- B. Requesting not to skip any questions**
- C. Your information will be kept confidential**

1. Age in years

- a) <18
- b) 19-20
- c) 20

2. Gender

- a) Male
- b) Female

3. Place

- a) Hostelites
- b) Dayscholars

4. Family income

- a) Less than 10000
- b) 10000-20000
- c) More than 20000

## 5. Religion

- a) Hindu
- b) Christian
- c) Muslim

## **ANNEXURE: 5**

### **STRUCTURED KNOWLEDGE QUESTIONNAIRE ON STRESS LEVEL**

#### **SECTION- B**

#### **INSTRUCTION:**

**D. Read the following questions and answer appropriately**

**E. Requesting not to skip any questions**

**F. Your information will be kept confidential**

6. Unfamiliar with medical history and terms

a) Strongly agree

b) Agree

c) Strongly disagree

D) Disagree

7. Unfamiliar with patient's diagnosis and treatment

a) Strongly agree

b) Agree

c) Strongly disagree

d) Disagree

8. Worry about poor grades

a) Strongly agree

b) Agree

c) Strongly disagree



d) Disagree

9. Pressure from the nature and quality of clinical practice

a) Strongly agree

b) Agree

c) Strongly disagree

d) Disagree

10. Feeling that performance does not meet teachers expectation

a) Strongly agree

b) Agree

c) Strongly disagree

d) Disagree

11. Feeling that dull and inflexible clinical practice affect family/ social life

a) Strongly agree

b) Agree

c) Strongly disagree

d) Disagree

12. Feeling that the demands of clinical practice exceed physical and emotional endurance

a) Strongly agree

b) Agree

c) Strongly disagree

d) Disagree

13. Lack of experience and ability in providing nursing care and making judgment

- a) Strongly agree
- b) Agree
- c) Strongly disagree
- d) Disagree

14. Not knowing how to help the patient with physic- psycho - social problems

- a) Strongly agree
- b) Agree
- c) Strongly disagree
- d) Disagree

15. Unable to reach expectations

- a) Strongly agree
- b) Agree
- c) Strongly disagree
- d) Disagree

16. Unable to provide appropriate response to doctors teachers and patient questions

- a) Strongly agree
- b) Agree
- c) Strongly disagree
- d) Disagree

17. Worry about not being trust or patient or their families

- a) Strongly agree
- b) Agree

c) Strongly disagree

d) Disagree

18. Unable to provide patient good nursing care

a) Strongly agree

b) Agree

c) Strongly disagree

d) Disagree

19. Not knowing how to communicate with patient

a) Strongly agree

b) Agree

c) Strongly disagree

d) Disagree

20. Difficulty in changing from the role of student that of a student that of a nurse

a) Strongly agree

b) Agree

c) Strongly disagree

d) Disagree

21. Feeling of stress in the environment where clinical practice take place

a) Strongly agree

b) Agree

c) Strongly disagree

d) Disagree

22. Unfamiliar with ward facilities

- a) Strongly agree
- b) Agree
- c) Strongly disagree
- d) Disagree

23. Feeling of stress from rapid changes in a patient condition

- a) Strongly agree
- b) Agree
- c) Strongly disagree
- d) Disagree

24. Seeing a discrepancy between theory and practice

- a) Strongly agree
- b) Agree
- c) Strongly disagree
- d) Disagree

25. Not knowing how to discuss a patient illness with teachers or medical and nursing personnel

- a) Strongly agree
- b) Agree
- c) Strongly disagree
- d) Disagree

26. Feeling of stress when teachers' instructions are different from expectations

- a) Strongly agrees
- b) Agree

c) Strongly disagree

d) Disagree

27. Medical personnel lacking empathy and willingness to help

a) Strongly agree

b) Agree

c) Strongly disagree

d) Disagree

28. Feeling that teachers do not evaluate student fairly

a) Strongly agree

b) Agree

c) Strongly disagree

d) Disagree

29. Lack of care and guidance from teachers

a) Strongly agree

b) Agree

c) Strongly disagree

d) Disagree

30. Experience of competition from peers in school and clinical practice

a) Strongly agree

b) Agree

c) Strongly disagree

d) Disagree

31. Feeling of pressure from teachers who evaluate students performance by comparison

- a) Strongly agree
- b) Agree
- c) Strongly disagree
- d) Disagree

32. Feeling the clinical practice affect involvement in extra curricular activities

- a) Strongly agree
- b) Agree
- c) Strongly disagree
- d) Disagree

33. Inability to get along with group peers

- a) Strongly agree
- b) Agree
- c) Strongly disagree
- d) Disagree

# ANNEXURES-6

## MASTER SHEET

1	19	F	H	<10,000	H	1	2	2	1	1	1	3	1	3	1	1	1	1	2	1	3	1	1	1	1	1	1	2	1	1	1	1	1	1	43	33%			
2	20	F	H	>20,000	H	1	1	1	3	1	3	3	1	3	3	3	1	3	1	1	3	1	3	1	3	3	3	3	3	3	3	3	3	3	72	55%			
3	20	F	H	10,000	H	3	4	3	4	4	3	4	1	4	1	4	3	4	3	3	2	4	1	4	2	1	4	3	2	2	1	1	2	4	2	2	3	94	71%
4	20	F	H	20,000	C	1	1	1	1	1	1	1	1	3	1	1	3	1	1	1	1	1	1	1	1	1	1	1	3	3	1	1	3	1	3	1	45	34%	
5	21	F	H	>20,000	H	1	1	1	1	1	2	1	1	1	3	1	1	3	1	2	1	1	1	1	1	1	1	2	1	2	3	1	3	1	1	1	45	34%	
6	20	F	H	>20,000	C	1	1	3	4	3	4	3	3	3	3	4	3	1	3	4	1	3	3	3	3	4	4	3	3	3	3	3	4	4	1	1	3	95	72%
7	20	F	H	<10,000	C	1	1	1	2	1	1	1	1	1	3	1	1	1	1	1	1	1	1	3	1	1	1	1	2	3	3	1	1	1	3	1	45	34%	
8	20	F	H	>20,000	C	1	1	1	3	3	1	1	3	1	3	3	3	3	1	2	3	3	1	1	3	1	3	1	3	1	1	3	3	3	3	3	68	52%	
9	20	F	H	20,000	C	1	1	1	3	3	3	3	1	3	1	3	3	3	1	1	3	3	3	1	3	1	1	1	3	1	3	3	3	3	3	3	73	55%	
10	19	F	H	<10,000	C	1	1	1	1	3	3	1	1	3	1	3	3	3	1	1	3	3	1	1	1	3	1	3	1	3	3	3	3	3	3	3	66	50%	
11	20	F	H	20,000	C	1	1	1	3	3	3	3	1	3	1	3	3	3	1	1	3	3	3	1	3	3	3	3	3	1	3	3	3	3	3	3	79	60%	
12	20	F	H	>20,000	C	1	1	1	3	3	3	3	1	3	1	3	3	1	1	1	3	3	3	1	3	3	3	3	3	1	3	3	3	3	3	3	79	60%	
13	20	F	H	20,000	C	1	3	3	1	3	3	3	1	3	3	3	3	1	1	3	3	1	1	1	3	1	1	3	3	1	1	3	1	1	1	1	65	49%	
14	20	F	H	10,000	C	1	2	1	4	3	3	4	1	1	2	3	1	3	1	2	3	1	1	1	1	1	3	1	3	1	1	1	1	1	3	1	1	52	39%
15	20	F	H	>20,000	C	3	3	3	3	3	4	3	4	3	4	4	4	3	3	3	4	3	4	3	3	4	4	4	3	4	1	1	4	3	4	3	3	110	83%
16	20	F	H	10,000	H	3	3	3	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	99	75%	
17	20	F	H	<10,000	C	3	3	3	2	3	4	1	3	3	1	4	3	1	4	2	3	1	1	4	3	3	3	3	2	3	4	4	3	3	4	4	104	79%	
18	20	F	H	>20,000	H	1	3	1	1	1	3	1	1	1	2	1	1	1	1	1	1	1	1	1	1	1	2	1	1	1	1	1	1	1	1	1	43	33%	
19	20	F	H	<10,000	H	1	1	1	1	1	3	1	1	1	2	1	1	1	1	1	1	1	1	1	1	1	1	2	1	1	1	1	2	2	1	1	2	42	32%
20	20	F	H	<10,000	H	1	1	1	3	1	3	1	1	1	2	1	1	1	1	1	1	1	1	1	1	1	1	2	1	1	1	1	2	2	1	1	2	42	32%
21	19	M	D	20,000	H	1	1	1	3	3	3	3	1	3	1	3	1	1	1	1	1	3	3	1	1	1	1	1	1	1	1	1	3	3	1	1	1	51	39%
22	20	F	H	<10,000	H	3	1	4	1	3	1	1	1	4	4	3	3	2	1	1	1	3	1	3	1	3	3	3	1	1	2	1	1	1	1	1	1	67	51%
23	21	F	H	20,000	C	1	3	2	3	2	2	1	3	1	2	1	2	3	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	1	1	1	55	42%
24	21	F	H	20,000	C	1	1	1	3	1	3	3	3	1	1	3	3	1	3	1	3	1	3	1	3	1	3	1	1	3	3	3	1	3	1	1	3	67	51%
25	20	F	H	10,000	C	1	1	1	1	3	3	1	1	3	3	3	3	1	1	1	1	3	3	1	3	3	1	1	3	3	1	3	3	1	1	1	1	67	51%
26	19	F	H	20,000	C	1	1	1	1	3	3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	3	1	3	3	3	3	50	38%	
27	20	F	H	>20,000	H	3	1	1	3	1	1	3	3	2	1	1	1	3	1	3	1	1	1	1	1	1	1	3	1	1	1	1	1	1	1	1	1	40	30%
28	19	F	H	20,000	C	3	3	3	3	3	3	1	1	3	3	1	3	3	1	1	1	3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	59	45%
29	20	F	H	10,000	C	1	1	1	1	3	2	1	3	3	1	1	2	1	3	2	1	3	1	1	3	1	1	1	3	1	1	1	3	1	1	1	1	56	42%
30	20	F	H	>20,000	C	1	1	1	1	3	1	1	1	3	1	1	1	3	1	1	1	3	1	1	1	1	1	1	1	1	3	1	1	1	1	1	1	43	33%
31	20	F	H	<10,000	C	1	1	1	2	1	3	1	3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	3	1	1	1	1	1	1	41	31%
32	19	F	D	<10,000	H	4	1	1	1	1	1	1	1	1	1	1	1	1	1	2	1	1	1	3	1	1	1	1	1	1	1	1	3	1	1	1	44	33	
33	20	F	H	>20,000	C	1	1	3	3	1	1	3	3	1	1	1	2	1	1	1	1	1	1	1	3	1	1	1	1	1	1	1	1	3	1	1	1	40	30%
34	20	F	H	>20,000	C	1	1	1	2	3	3	3	3	1	1	3	1	1	1	3	1	1	1	2	1	1	3	1	3	1	1	1	3	1	1	1	1	55	42%
35	20	F	H	20,000	C	1	1	1	1	2	2	3	1	3	4	1	1	1	1	1	1	1	2	1	1	1	2	1	1	2	1	2	1	3	1	1	1	54	41%
36	19	F	H	<10,000	C	1	1	2	3	1	1	3	3	2	1	1	3	1	1	1	1	1	1	1	1	1	1	2	1	1	1	2	1	1	2	1	1	42	32%

37	20	F	H	<10,000	C	3	1	1	3	3	1	3	3	4	3	3	3	1	3	3	3	3	3	3	3	1	3	1	1	1	1	3	3	1	3	78	59%		
38	20	M	D	20,000	H	1	3	3	1	3	3	3	3	3	3	3	1	1	1	3	3	3	3	1	3	3	3	3	3	3	3	3	3	3	3	87	66%		
39	20	F	H	<10,000	C	1	1	1	3	1	3	3	3	3	3	3	3	3	1	1	3	1	3	1	1	3	3	3	3	1	3	1	3	3	1	3	71	54%	
40	20	M	D	20,000	H	3	3	3	3	3	3	3	3	3	3	3	1	3	3	1	3	3	1	3	3	1	1	3	3	3	3	3	3	3	1	91	69%		
41	20	F	D	>20,000	H	1	1	1	3	3	3	2	1	3	3	4	3	1	1	3	1	4	1	1	3	4	3	1	3	3	4	3	3	4	3	1	74	64%	
42	20	F	H	20,000	C	2	2	1	1	1	1	3	3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	3	1	38	29%		
43	19	M	H	20,000	C	2	2	3	3	1	3	2	1	1	1	2	1	2	1	1	1	3	3	1	3	1	1	1	1	1	1	1	1	3	1	1	50	38%	
44	20	F	H	20,000	C	2	2	2	4	2	2	1	3	2	2	1	1	1	2	1	1	2	1	1	1	1	1	1	1	1	1	1	1	1	3	47	37%		
45	20	F	H	>20,000	C	3	3	3	1	1	3	4	4	1	3	3	3	1	3	1	2	3	3	1	3	1	3	1	3	1	1	1	3	3	1	3	1	74	56%
46	20	F	H	>20,000	M	3	1	1	4	1	1	3	3	1	1	3	1	3	1	1	1	1	2	1	1	1	1	1	1	1	1	1	1	1	1	3	43	33%	
47	21	F	H	<10,000	C	3	3	3	3	1	1	1	1	1	2	1	4	1	1	2	1	1	3	1	3	2	1	2	3	3	2	1	3	2	2	1	74	56%	
48	19	F	H	20,000	C	1	1	3	3	1	3	1	1	1	1	1	1	1	1	1	4	1	1	1	1	3	3	1	1	1	1	3	1	3	1	1	51	39%	
49	20	M	H	>20,000	C	1	1	1	2	3	1	4	2	1	1	1	1	2	1	1	2	1	1	3	1	1	1	1	1	1	1	1	3	1	2	1	1	38	29%
50	20	F	H	10,000	C	2	2	1	4	1	4	1	2	1	3	2	4	1	1	4	3	2	1	1	3	3	2	4	4	2	2	4	1	4	3	2	1	87	66%
51	19	F	H	10,000	C	1	1	1	4	4	1	3	3	2	2	1	3	2	2	2	3	3	3	3	3	3	1	1	2	2	2	1	3	2	2	3	2	65	49%
52	19	F	H	<10,000	H	4	4	3	4	1	3	3	3	4	3	3	3	2	2	4	2	3	3	2	3	4	3	3	3	2	2	3	4	2	3	2	3	98	74%
53	20	F	H	10,000	C	3	4	3	3	3	2	3	3	4	3	1	3	3	3	2	3	3	2	3	2	4	3	3	3	2	2	3	3	2	2	1	3	86	65%
54	20	F	H	>20,000	C	4	4	3	3	4	3	2	3	3	3	3	4	2	3	4	3	3	2	3	2	3	3	3	2	2	2	4	2	1	3	2	91	69%	
55	18	F	D	20,000	H	3	4	4	4	3	3	3	2	3	2	2	1	1	2	2	2	2	2	2	3	2	2	2	3	3	2	1	3	1	1	2	2	77	58%
56	19	F	H	>20,000	H	4	3	3	3	3	2	3	4	2	1	3	1	1	1	2	2	2	3	2	3	3	2	3	2	2	1	2	4	2	3	2	3	75	57%
57	19	F	H	10,000	C	3	3	2	4	3	2	3	3	2	1	2	2	1	1	1	2	3	3	3	3	4	3	3	2	2	2	3	4	2	4	2	3	80	61%
58	20	F	D	<10,000	H	3	3	3	4	3	2	3	3	2	1	1	1	1	1	1	3	2	3	3	2	3	3	2	3	3	2	3	3	1	2	1	2	72	55%
59	21	F	H	20,000	C	4	4	3	3	3	2	3	3	3	1	1	2	1	1	1	3	3	2	3	2	3	2	2	2	3	1	2	3	1	1	2	2	71	54%
60	19	F	H	10,000	C	4	4	3	3	3	3	3	3	3	2	2	1	1	1	1	2	3	3	2	2	4	2	3	2	3	2	2	1	1	3	2	2	80	61%



# POST- TEST (MASTER SHEET)

SAMPL E	z				QUESTIONNAIRE																															T	P		
1	19	F	H	<10,000	H	1	1	1	1	1	3	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	35	27%			
2	20	F	H	>20,000	H	1	1	1	1	3	3	1	2	2	2	3	2	2	2	2	4	3	1	2	3	3	2	2	4	3	1	2	3	2	2	2	72	55%	
3	20	F	H	10,000	H	1	1	1	3	3	1	3	1	1	3	1	1	1	1	1	3	1	3	3	3	1	1	1	1	1	1	1	1	1	1	51	39%		
4	20	F	H	20,000	C	1	1	1	1	1	1	1	1	1	1	3	3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	38	29%		
5	21	F	H	>20,000	H	2	2	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	2	1	37	28%	
6	20	F	H	>20,000	C	1	2	1	3	1	3	3	1	1	1	3	1	1	1	1	1	1	1	1	3	1	1	1	3	1	1	1	1	3	1	1	50	38%	
7	20	F	H	<10,000	C	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	33	25%	
8	20	F	H	>20,000	C	1	2	1	2	1	3	2	3	1	1	3	1	1	2	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	63	47%	
9	20	F	H	20,000	C	1	1	1	1	1	1	1	1	3	1	1	3	2	1	1	2	3	3	1	1	1	1	1	1	1	1	1	1	1	1	1	43	36%	
10	19	F	H	<10,000	C	1	1	1	4	3	3	3	3	3	3	3	1	1	1	3	1	3	3	1	1	3	3	3	3	3	3	3	3	3	3	3	80	60%	
11	20	F	H	20,000	C	1	1	1	3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	3	1	1	1	1	3	1	1	1	3	1	1	1	43	36%	
12	20	F	H	>20,000	C	2	2	1	3	1	3	1	1	1	1	1	3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	s8 0	60%	
13	20	F	H	20,000	C	1	1	1	3	2	1	3	3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	3	1	1	43	36%
14	20	F	H	10,000	C	2	2	1	3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	41	31%	
15	20	F	H	>20,000	C	3	3	3	1	3	4	4	3	2	1	3	4	4	1	2	3	1	3	3	2	4	4	3	4	3	2	4	2	1	4	2	3	93	70%
16	20	F	H	10,000	H	2	1	1	3	3	3	3	3	4	1	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	93	70%	
17	20	F	H	<10,000	C	1	1	1	3	3	3	3	3	2	1	3	2	2	2	2	2	3	3	2	2	2	2	2	2	3	2	2	3	2	2	3	2	74	56%
18	20	F	H	>20,000	H	1	1	1	3	1	1	1	1	3	3	3	4	1	3	3	1	1	1	3	3	1	3	4	3	3	3	1	3	3	1	1	1	67	50%
19	20	F	H	<10,000	H	1	2	1	3	1	2	1	1	3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	39	29%	
20	20	F	H	<10,000	H	1	1	1	3	1	2	1	1	3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	38	28%	
21	19	M	D	20,000	H	3	3	1	4	3	4	3	3	4	4	4	4	3	3	1	1	1	1	1	3	3	3	3	3	3	1	3	3	3	3	1	1	87	65%
22	20	F	H	<10,000	H	1	1	2	1	1	2	1	3	3	3	3	3	4	4	4	4	1	3	3	3	3	1	3	3	3	3	3	3	3	3	3	87	65%	
23	21	F	H	20,000	C	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	33	25%	
24	21	F	H	20,000	C	1	1	1	1	2	1	1	3	1	1	3	3	1	1	1	3	3	1	3	3	3	1	3	3	1	1	3	3	3	1	3	64	48%	
25	20	F	H	10,000	C	1	1	1	1	2	3	1	3	1	1	3	3	1	1	1	3	3	1	3	3	3	1	3	3	1	1	1	3	3	1	3	62	46%	
26	19	F	H	20,000	C	2	2	3	2	2	2	3	2	3	2	3	2	2	2	3	3	2	2	3	3	2	2	2	2	2	2	2	2	2	2	2	75	54%	
27	20	F	H	>20,000	H	2	1	2	3	3	4	3	3	3	3	3	1	1	3	4	3	3	3	1	3	4	3	1	3	1	4	3	3	3	3	3	88	66%	
28	19	F	H	20,000	C	1	1	1	3	3	3	1	1	3	1	3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	3	49	37%	
29	20	F	H	10,000	C	1	1	1	3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	35	26%	
30	20	F	H	>20,000	C	1	3	3	3	1	1	1	4	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	42	31%	
31	20	F	H	<10,000	C	3	3	3	4	4	4	4	4	4	4	4	4	4	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	1	4	3 <sup>122</sup>	92%		

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