



A Cross-Sectional Study to Assess the Level of Stress and Procrastination Among B.Sc. Nursing Students at Selected Nursing Colleges, Sri Ganganagar, Rajasthan

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Abstract

Introduction: Strict performance standards, a lot of study, and emotionally taxing clinical training make nursing education extremely hard. High levels of academic stress are common among nursing students, which can have a detrimental impact on their health, academic performance, and intention to drop out. Dropout rates from nursing programs are a serious problem since they lead to both personal setbacks for students and a shortage of nurses. Therefore, further study is required to determine practical methods for lowering academic stress and preventing nursing students' intentions to drop out.

Methodology: Stress and procrastination were measured among B.Sc. Nursing students using a quantitative cross-sectional study methodology. Purposive sampling was used to choose 300 students from Sri Ganganagar College of Nursing in Rajasthan for the study. A demographic profile, the Nursing Student Procrastination Scale, and the Stress Scale were used to gather data. Experts verified the instruments, and a pilot study was used to assess their dependability. Data were analyzed using descriptive and inferential statistics to identify relationships between stress, procrastination, and demographic variables.

Results: The majority of the 410 B.Sc. Nursing students were male (81.2%), under the age of 19 (39.3%), day scholars (38.3%), and single (96.6%). Academic stress was the highest domain (64.1%), with moderate stress being the most prevalent (39.5%). Academic, physical, emotional, social, and time management stress were all strongly positively correlated with overall stress. Procrastination did not substantially correlate with stress domains, although father's occupation ($p=0.042$) and use of online academic resources ($p=0.031$) did.

Conclusions: The majority of B.Sc. Nursing students reported moderate levels of stress, including academic, emotional, social, and time management stress, as well as moderate procrastination, according to the study's findings. Procrastination did not significantly correlate with stress domains, but the father's occupation and use of online academic resources did.

Keywords: Cross-Sectional Study, Assess, Level, of Stress, Procrastination

INTRODUCTION

Nursing was recognized as a highly stressful profession due to its complex demands and the significant expectations placed on practitioners, with excessive responsibility and high demands being identified as key stressors (Babapour et al., 2022)¹. As nursing students advanced through their studies, their stress levels heightened due to the growing theoretical and clinical requirements. Classroom instruction provided the theoretical

foundation for patient care, while clinical practice allowed students to apply this knowledge in real-world settings, helping them develop vital psychomotor skills (Durgun Ozan et al., 2020)². Students are experiencing higher levels of stress due

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to the ongoing issues in maintaining a sufficient workforce and accurately defining the scope of practice, even as nursing duties have evolved (Admi *et al.*, 2018; Kivimäki *et al.*, 2023; Smyth *et al.*, 2023).³

A number of factors contributed to the high levels of stress experienced by nursing students. These included: a lack of preparation for the profession, the burden of caring for patients, an excessive amount of labor, difficult assignments, and difficulties encountered in the actual practice of nursing. Students also said that their everyday lives, contacts with other students, and nurse educators all added stress to their already heavy loads (Ahmed & Mohammed, 2019)⁴. Uncertainty, lack of professional skills, fear of making mistakes or harming patients, exposure to social issues, and performance anxiety caused by academic and clinical staff's expectations were major contributors to clinical stress during clinical education (Smyth *et al.*, 2023)⁵.

There was a serious problem with academic pressure in universities and colleges (Stear *et al.*, 2023). According to recent studies (Nway *et al.*, 2023)⁶, the health and well-being of students were negatively affected by the strain they were under. Depression, anxiety, and thoughts of suicide were shown to be much more common among students who reported high levels of academic pressure, according to a meta-analysis of research (Stear *et al.*, 2023)⁷. The academic burden, regular evaluations, patient care obligations, and contacts with faculty in nursing education intensified this pressure, which is crucial for safe practice.⁷ According to research the unique blend of academic and clinical expectations put a greater strain on nursing students compared to their counterparts in other professions. Studies have shown that students' mental health, well-being, and academic performance are all negatively affected by unmanaged academic pressure. For example, students who experience high levels of academic pressure are more likely to experience anxiety and depressive symptoms (Devi *et al.*, 2021)⁸

Stress was recognized as a negative response often linked to life-threatening situations, representing an individual's reaction to external demands or disturbances. While stress is an inevitable part of daily life, excessive pressure from unattainable expectations could lead to physical and psychological issues. In manageable amounts, stress may serve as a motivator, aiding in productivity; however, prolonged and intense stress could lead to anxiety, depression, insomnia, and hinder goal achievement. In extreme cases, acute stress could result in sudden death in young individuals, while chronic stress might impede development by reducing growth hormones in children. Stress stemmed from both external factors, such as environmental conditions and academic pressures, and internal responses to perceived threats.⁹

Vocational nursing students are an important part of the nursing field, but they have a serious problem with academic procrastination, which lowers their standards of clinical

practice and their grades. Although factors such as perceived stress and emotions have been identified as influential predictors, the precise pathways through which these factors affect procrastination remain poorly understood. The underlying processes are yet unknown, thus further study is needed to determine whether positive or negative emotions moderate the association between stress and procrastination (Cao, Chen, & Zhou, 2025).¹⁰

Many nursing graduate students struggle with procrastination, which may lead to a number of negative outcomes, including worse grades, increased student dropout rates, and even physical and mental health issues. Given the worldwide scarcity of nurses, it is critical to identify the causes of procrastination in order to devise solutions that address this pressing issue. According to research, there is a need for targeted interventions because of the complicated relationship between procrastination, perceived stress, academic control, achievement motivation, and students' tendency to delay tasks (Wang, Yang, Li, Zhang, Zhang, & Fan, 2025).¹¹

Procrastination is more common among higher vocational nursing students because they often have less established study habits and poorer academic foundations (Ren, 2023).¹²

A person may engage in active procrastination if they believe that putting things off until later is a useful method for self-regulation. According to this theory, people who actively put things off until later may have a favorable outlook on the practice and perhaps believe that it has good effects, including helping them cope better or inspiring them to be more creative. However, research has also revealed that people tend to simultaneously hold negative beliefs about procrastination, viewing it as disruptive to focus and beyond their control. These conflicting beliefs about procrastination suggest that individuals may experience both positive and negative outcomes from the behavior, shaping their overall approach to task completion.¹³

Objective

- “To assess the level of stress and procrastination among B.Sc. Nursing Students.
- To find out the relationship between stress and procrastination among B.Sc. Nursing Students.
- To find out association between level of stress with their demographic variables
- To find out association between level of procrastination with their demographic variables.”

Hypothesis

H_{01} : “There is no significant association between the level of stress and demographic variables among B.Sc. Nursing students ($p < 0.05$).

H_{02} : “There is no significant association between the level of procrastination and demographic variables among B.Sc. Nursing students ($p < 0.05$ ”).

METHODOLOGY

Research Approach

The study used a quantitative research approach, concentrating on numerical data to evaluate the target population's level of stress and procrastination.

Research Design

Data was gathered at a certain period using a cross-sectional research design, which made it easier to examine the levels of stress and procrastination among nursing students across various demographic factors. This design proved suitable for analyzing correlations among the relevant variables.

Variables under Study

The level of stress and level of procrastination among B.Sc. Nursing students were the primary research variables. Additionally taken into account for analysis were demographic factors like age, gender, habitat, class, family type, and family income.

Research Setting

The study was conducted at “Sri Ganganagar College of nursing in Sri Ganganagar, Rajasthan.

Target Population

B.Sc. Nursing students enrolled at the selected nursing colleges in Sri Ganganagar comprised the target population for the study.

Sample Size and Sampling Technique

A pilot study with an expected sample size of 300 participants was used to determine the sample size. Purposive sampling was the method employed, and participants were chosen according to their availability and willingness to participate during the time of data collection.

Sampling Criteria

Inclusion Criteria

- “B.Sc. Nursing students who were willing to participate in the study”.

Exclusion Criteria

- “B.Sc. Nursing students who were not willing to participate in the study or who were absent during data collection”.

Selection and Development of Tools

A comprehensive evaluation of pertinent literature, expert consultations, and feedback from mentors and co-mentors in the field of psychiatric nursing served as the foundation for the development of the research tool. Subject matter experts' input was then used to improve the program.

Description of Tools

The research instrument comprised three sections:
Section I: Students' Information Profile

Table 1: Socio-demographic Profile of B.Sc. Nursing Students Sri Ganganagar College of Nursing, N=410

S. No.	Variables	f	%
1.	Age (in years)		
	≤19	161	39.3
	20-21	85	20.7
	22-23	155	37.8
	>23	9	2.2
	2. Gender		
	Male	333	81.2
	Female	77	18.8
3. Class			
	1	104	25.4
	2	104	25.4
	3	96	23.4
	4	106	25.9
4. At Present staying			
	Hostel	155	37.8
	PG	98	23.9
	Day scholar	157	38.3
5. Marital status			
	Single	396	96.6
	Married	14	3.4
6. Father's Education			
	Illiterate	106	25.9
	Upto 10th	174	42.4
	Upto 12th	65	15.9
	Graduation & above	65	15.9
7. Mother's Education			
	Illiterate	149	36.3
	Upto 10th	145	35.4
	Upto 12th	86	21.0
	Graduation & above	30	7.3
8. Father's occupation			
	Govt. job	66	16.1
	Pvt. job	164	40.0
	Business	85	20.7
	Farmer	95	23.2
9. Mother's occupation			
	Govt. job	86	21.0
	Pvt. job	91	22.2
	Hose wife	233	56.8
10. Family income			
	≤10000	88	21.5
	10000-20000	179	43.7
	20001-30000	53	12.9
	30001-40000	90	22.0

Cont...



11.	Medical conditions		
	No	410	100.0
12.	Physical exercise or sports regularly		
	No	254	62.0
	Yes	156	38.0
13.	Use mobile or Laptop		
	No	273	66.6
	Yes	137	33.4
14.	Use online resources for your academic work		
	No	310	75.6
	Yes	100	24.4
15.	Average Time Spent on Electronic Devices (hours/ Day)		
	1	138	33.7
	2	102	24.9
	3	102	24.9
	4	68	16.6

Table 2: Level of Stress among B.Sc. Nursing Students. N=410

S. No.	Level of Stress	f	%
1	No Stress (25 – 35)	63	15.4
2	Mild Stress (36 – 65)	93	22.7
3	Moderate Stress (66 – 95)	162	39.5
4	Severe Stress (96 – 125)	92	22.4

Table 3: Level of Academic Stress Among B.Sc. Nursing Students. N=410

S. No.	Level of Academic Stress	f	%
1	No Stress (5 – 9)	63	15.4
2	Mild Stress (10 – 14)	36	8.8
3	Moderate Stress (15 – 19)	263	64.1
4	Severe Stress (20 – 25)	48	11.7

Table 4: Level of Physical Stress Among B.Sc. Nursing Students. N=410

S. No.	Level of Physical Stress	f	%
1	No Stress (5 – 9)	132	32.2
2	Mild Stress (10 – 14)	105	25.6
3	Moderate Stress (15 – 19)	81	19.8
4	Severe Stress (20 – 25)	92	22.4

Table 5: Level of Emotional Stress Among B.Sc. Nursing Students. N=410

S. No.	Level of Emotional Stress	f	%
1	No Stress (5 – 9)	120	29.3
2	Mild Stress (10 – 14)	48	11.7
3	Moderate Stress (15 – 19)	218	53.2
4	Severe Stress (20 – 25)	24	5.9

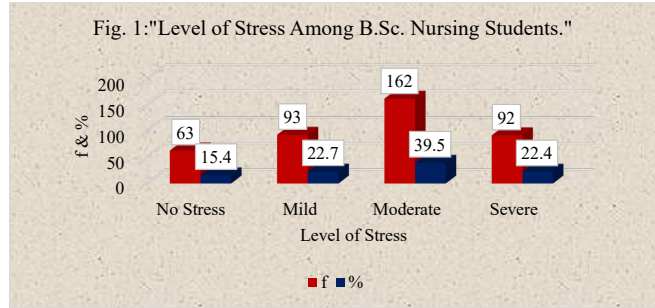


Figure 1: Level of Stress among B.Sc. Nursing Students

Section II: Nursing Student Procrastination Scale (NSPS)
Section III: Stress Scale

Validity of Tool

In order to verify the validity of the research tools, they were presented to a panel of experts in the fields of nursing and medicine. The experts assessed the instruments’ efficacy, clarity, and relevance. The tools’ substance, clarity, and application to the goals of the study were improved by incorporating the experts’ feedback.

Pilot Study

To test the feasibility and reliability of the research instruments, a pilot study was conducted with a small sample of B.Sc. Nursing students in Sri Ganganagar. The pilot study assisted in evaluating the tool’s overall efficacy in gathering the necessary data, as well as its clarity and survey completion time. The tool was modified in response to the findings of the pilot study.

Reliability of Tool

The tool’s dependability was evaluated following the pilot research. To make sure that the items in each scale were dependable and consistent, the internal consistency of the instruments was determined using a suitable statistical technique (such as Cronbach’s alpha).

Data Collection Procedure

Data collection was done in accordance with the policies and procedures of the university. All participants gave their informed consent before any data was collected. Both their voluntary participation in the study and the confidentiality of their answers were guaranteed to the participants. The participants were given the research instrument, which included Likert scale surveys and a demographic profile. To guarantee uniformity among all responders, data was gathered in a standardized way.

Ethical Considerations

The institutional ethical committee of Tanta University in Sri Ganganagar, Rajasthan, granted ethical approval for the study. The higher authorities of the chosen nursing colleges also granted permission. Strict confidentiality and participant anonymity were guaranteed by the study. All participants gave

their informed consent, guaranteeing that they understood the goal of the study and that they could withdraw at any time without facing any repercussions. Throughout the entire research process, all ethical guidelines were followed.

Data Analysis

Appropriate statistical methods were used to analyze the collected data. While inferential statistics, such correlation analysis, were used to look at the connections between stress levels, procrastination, and the demographic factors,

descriptive statistics were employed to summarize the participants’ demographics.

RESULTS

Descriptive and inferential statistics were used to arrange, examine, tabulate, and interpret the collected data. The objectives served as the basis for data analysis and interpretation. The next sections describe how the data was arranged and shown in tabular and graphical forms (Tables 1-9 and Figure 1).

Table 6: “Descriptive Statistics of Stress and Procrastination Score Among B.Sc. Nursing Students.” N=410

S. No.	Variables	Mean	SD	Md	IQR	Min.	Max.	Range
1.	Overall Stress	70.60	22.26	75	29	31	102	71
2.	Academic Stress	14.81	4.95	15	2	5	23	18
3.	Physical Stress	13.55	5.01	12	10	8	23	15
4.	Emotional Stress	13.41	4.68	15	7	6	22	16
5.	Social Stress	14.54	5.12	15	11	7	25	18
6.	Time Management Stress	14.27	6.09	15	11	5	23	18
7.	Procrastination	39.42	9.57	39	19	21	59	38

NB: SD=Standard deviation, Md=Median, IQR= Inter quartal range, Min= Minimum, Max=Maximum

Table 7: “Matrix Correlation between Stress Domains and Procrastination among B.Sc. Nursing Students”. N=410

Variables	Stress	Academic	Physical	Emotional	Social	Time Management	Procrastination
Stress	1						
Academic Stress	0.792**	1					
Physical	0.744**	0.471**	1				
Emotional	0.951**	0.705**	0.743**	1			
Social	0.899**	0.605**	0.530**	0.813**	1		
Time Management	0.911**	0.643**	0.498**	0.840**	0.892**	1	
Procrastination	0.007	0.008	0.001	0.009	-0.012	0.021	1

Table 8: “Association between Overall Stress Score with Their Demographic Variables.” N=410

S. No.	Variables	Mean	SD	t/F value	df	P value
1.	Age (years)					
	≤19	71.50	22.18	.668	3	.572
	20-21	67.58	21.33			
	22-23	71.24	23.21			
	>23	72.33	15.61			
2.	Gender					
	Male	70.39	22.41	.405	408	.686
	Female	71.53	21.75			
3.	Class					
	1	69.75	22.90	.104	3	.958
	2	70.88	22.00			
	3	70.36	22.39			

Cont...



	4	71.40	22.08			
4.	At Present staying					
	Hostel	71.65	22.52	1.552	2	.213
	PG	67.15	22.59			
	Day scholar	71.73	21.73			
5.	Marital status					
	Single	70.50	22.44	.495	408	.621
	Married	73.50	17.28			
6.	Father's Education					
	Illiterate	69.81	22.58	.359	2	.782
	Upto 10th	70.32	22.21			
	Upto 12th	70.08	23.38			
	Graduation & above	73.20	21.07			
7.	Mother's Education					
	Illiterate	69.05	22.50	.688	3	.560
	Upto 10th	72.64	21.39			
	Upto 12th	69.77	23.17			
	Graduation & above	70.90	23.03			
8.	Father's occupation					
	Govt. job	75.76	21.25	2.756	3	.042
	Pvt. job	68.82	22.60			
	Business	73.65	20.44			
	Farmer	67.38	23.31			
9.	Mother's occupation					
	Govt. job	73.08	21.48	.771	2	.463
	Pvt. job	69.07	21.67			
	Hose wife	70.29	22.80			
10.	Family income					
	≤10000	70.11	22.40	.806	3	.491
	10000-20000	72.40	21.50			
	20001-30000	69.49	22.30			
	30001-40000	68.17	23.67			
11.	Physical exercise or sports regularly					
	No	69.67	22.46	1.081	408	.280
	Yes	72.12	21.94			
12.	Use mobile or Laptop					
	No	71.20	22.15	.761	408	.447
	Yes	69.42	22.53			
13.	Use online resources for your academic work					
	No	71.95	21.93	2.161	408	.031
	Yes	66.44	22.91			
14.	Average Time Spent on Electronic Devices (hours/ Day)					
	1	70.21	22.68	.182	3	.908
	2	71.99	21.72			
	3	69.88	23.91			
	4	70.41	19.97			

Table 9: Association between Procrastination Stress Score with Their Demographic Variables. N=410

S. No.	Variables	Mean	SD	t/F value	df	P value
1.	Age (years)					
	≤19	71.50	22.18	.668	3	.572
	20-21	67.58	21.33			
	22-23	71.24	23.21			
	>23	72.33	15.61			
2.	Gender					
	Male	70.39	22.41	.405	408	.686
	Female	71.53	21.75			
3.	Class					
	1	69.75	22.90	.104	3	.958
	2	70.88	22.00			
	3	70.36	22.39			
	4	71.40	22.08			
4.	At Present staying					
	Hostel	71.65	22.52	1.552	2	.213
	PG	67.15	22.59			
	Day scholar	71.73	21.73			
5.	Marital status					
	Single	70.50	22.44	.495	408	.621
	Married	73.50	17.28			
6.	Father's Education					
	Illiterate	69.81	22.58	.359	2	.782
	Upto 10th	70.32	22.21			
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	Graduation & above	73.20	21.07			
7.	Mother's Education					
	Illiterate	69.05	22.50	.688	3	.560
	Upto 10th	72.64	21.39			
	Upto 12th	69.77	23.17			
	Graduation & above	70.90	23.03			
8.	Father's occupation					
	Govt. job	75.76	21.25	2.756	3	.042
	Pvt. job	68.82	22.60			
	Business	73.65	20.44			
	Farmer	67.38	23.31			
9.	Mother's occupation					
	Govt. job	73.08	21.48	.771	2	.463
	Pvt. job	69.07	21.67			
	Hose wife	70.29	22.80			
10.	Family income					
	≤10000	70.11	22.40	.806	3	.491
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Cont...



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11.	Physical exercise or sports regularly					
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	No	71.20	22.15	.761	408	.447
	Yes	69.42	22.53			
13.	Use online resources for your academic work					
	No	71.95	21.93	2.161	408	.031
	Yes	66.44	22.91			
14.	Average Time Spent on Electronic Devices (hours/ Day)					
	1	70.21	22.68	.182	3	.908
	2	71.99	21.72			
	3	69.88	23.91			
	4	70.41	19.97			

DISCUSSION

The majority of B.Sc. Nursing students reported moderate levels of stress, especially in the areas of academic, emotional, social, and time management. Overall, moderate stress was the most prevalent level, however a sizable portion of students also reported severe stress. Students frequently engaged in moderate procrastination, although the associations between it and stress domains were weak and statistically insignificant. Academic, physical, emotional, social, and time management stresses were found to be strongly positively correlated with overall stress. Stress levels were substantially correlated with a few demographic characteristics, including the father's work and use of online academic resources. The results indicate that in order to lessen stress among nursing students, treatments centered on coping skills, time management, resilience, and academic support are necessary.

CONCLUSION

The study concluded that significant levels of stress and procrastination are experienced by B.Sc. Nursing students. These factors are influenced by academic, personal, and demographic variables and can negatively affect students' academic performance and well-being. The results emphasize the necessity of focused treatments, improved support networks, and efficient time and stress management techniques in nursing facilities.

RECOMMENDATIONS

- Implementation of Stress Management Programs
- Integration of Mental Health Education
- Personalized Counseling Services
- Peer Support Systems

- Regular Assessment of Student Well-being
- Curriculum and Workload Review
- Encouraging a Supportive Learning Environment
- Further Research on Long-term Effects

FINANCIAL SUPPORT AND SPONSORSHIP

Nil.

CONFLICT OF INTEREST

The author declares that they have no conflict of interest with regard to the content of the report.

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