

NURSING STUDENTS' COPING WITH STRESS DURING CLINICAL TRAINING AT KAU



Dalal Abdu Mazyad Hakami

University Medical Services Center, King Abdulaziz University, Jeddah , Saudia Arabia

Corresponding Author

Dalal Abdu Mazyad Hakami

*University Medical Services Center,
King Abdulaziz University, Jeddah ,
Saudia Arabia*

Abstract

Stress could not be removed from one's life, but it can be controlled and recognized how much it impacts. The stress might be felt in life is out of control, but it would be always control the nature of human being responses. Comparatively stress during clinical training affects nursing students wellbeing either negatively or positively according to their coping abilities. Different consequences of stress resulted from the interaction between stressors, reaction to these stressors, and students' adaptation to stress. The current study aimed to investigate Nursing students' coping mechanism to stress during clinical training KAU. The study followed A qualitative grounded theory design and was carried out at the faculty of nursing students affiliated to King Abdulaziz University in Jeddah, Kingdom of Saudia Arabia. All second nursing students (n=94) who studied at nursing faculty and willing to participate in the study. Data Gathering tool was nursing students' coping to stress .which was developed by the researchers. It consist of one question. Interviews were conducted with 94 of second year nursing students. Seven themes were emerged from the interview , religious perspectives, professional attitude, recreational and social techniques, negative in rich experience, loneliness preferences, relaxation techniques, and combined coping mechanism. This study found that majority of students adopted different coping mechanism to overcome stress during clinical training . It is very important to investigate their adopting coping mechanism to achieve their goals also reflect students' abilities and responsibility sense in the future as professional staff nurse .

Keywords : Coping mechanism ,Nursing students, Stress.

INTRODUCTION

Nursing students may encounter many stressors in the clinical settings these stressors can be the use of

high technology, medical equipment, how to keep healthy relationship with medical, nursing staff , teachers, how to overcome changes in patient's

status and how to deal with patient's families (Abreu & Interpeler, 2015).

However, the ability to manage stress is highly determined by the coping mechanisms adopted by nursing students. Studies have indicated that nursing students may become prone to stress during clinical training because of the adoption of an-ineffective coping mechanisms such as avoidance when managing stress (Seyedfatemi, et al (2007); Laal, &ramaie (2010) & Shukla, Kalra &Pakhare (2013).

Coping mechanisms are a processes whereby, a nursing student manages the demands and emotions that are generated by nursing skills performance. Effective Coping mechanisms are considered as an important buffer in the relationship between stress and illness (Singh, et al, 2011& Jannati, Mohammadi &Seyedfatemi, 2011). Equally, Coping mechanisms are used by nursing students in clinical area to relieve stress like wishful thinking, planned problem solving and avoidance (Kumar &Nancy, 2011); (Poltana, et al, 2013) & (Forouhari, et al, 2014).

The need of the Stress Relieving Techniques like Mindfulness which is effective in reducing stress. Some ways were adopted by nursing students i.e., deep breathing exercises, it is good to apply the relaxation techniques before entering the clinical setting then meet the friends and preceptors. It is very effective if nursing students give themselves some time alone to facilitate the transition into clinical training. Minor relaxation exercises help

reduce anxiety and tension immediately (Watters, 2009).

Nursing research study in India focus on Three main categories of coping: problem-focused coping, avoidance-focused coping and emotion-focused coping. In China, coping styles were usually classified into two dimensions: positive and negative coping ((Singh, Sharma & Sharma, 2011).

RESEARCH QUESTIONS

1) How are nursing students coping with stress during clinical training at KAU ?

Aim

To investigate how nursing students' coping with stress during clinical training at KAU

Objectives

To determine the coping mechanisms to overcome stress during clinical training as reported by nursing students at KAU.

METHODOLOGY

Research approach

Since reaction to stress is subjective, any investigation about adaptation to stress is best treated qualitatively through narratives, enabling an understanding of the lived experiences of the participants. Therefore a qualitative grounded

theory research design will be utilized in this study. unstructured in-depth interviews were the chosen method for this research. The interview question was **what do you do to overcome stress during clinical training** . This question was improved several times following five pilot interviews. The purpose of the pilot study was to test the applicability of the study tools to estimate any need for addition in the tool .This pilot study will be excluded from the sample size. The author also agreed important ethical considerations such as breach of confidence by a participant. It was tested for validity by expertise from nursing education professor in the field. This study was carried out at the faculty of nursing students affiliated to King Abdul Aziz university in Jeddah at Kingdom of Saudi Arabia.

Sample selection

It was decided to aim for Target purposive sampling, second year nursing students because it is a first exposure to the clinical area, this clarify their abilities to adopt different coping mechanism to overcome stress during clinical training . This limited the potential for generalizing results of 94 students . Most of the participants 89.4% were aged between 19-21 year old, The majority of the participants 92.6% were single one- third 36.2% of the studied sample average daily studying hours were two . Less than quarter of the studied sample 17% studied more than five hours. Regarding the average of sleep hours, less than three quarter of the studied sample 61% was taking 4-6 hours only ,

and the lowest number of studied sample 4 were sleeping more than ten hours.

Data collection

Each interview lasted approximately 30 minutes , giving participants sufficient time to expand on any matters they chose. The interview has written and then transcribed textual by the interviewer For each interview a contact sheet was completed, outlining , organizing major themes , findings and making general notes on the assorted categories many times together to note compared answers for the purpose of data reduction. The interviews took place over a four-month period on February 2016 , during which time the authors met regularly to discuss nursing students' coping mechanisms to stress during clinical training . Several code , categories and key themes emerged from the analysis of the student coping mechanisms to overcome stress during clinical training .The seven themes; which are religious perspectives, professional attitude, recreational and social techniques, negative in rich experience, loneliness preferences, relaxation techniques, and combined coping mechanism. These themes were then used as the basis for the subsequent analysis.

RESULT

The results are described in response to an- opened question is clear with overlapping themes and issues. These issues mainly focused on the

students' abilities and views about whether they could adapt to stress during clinical training at KAU. However, it was important to explore nursing student's adaptation, and retain nursing students when their stress was relieved as in table (1).

Religious perspectives:

Second year nursing students carried out religious activities like prayer, read Quran, praying and asking God to relieve this feeling of stress. The following nursing student's statement highlighted this, "I have good experience in facing different stressors by applying religious activities, I start to read Quran, pray a lot and seek God's forgiveness".

4.5) Professional attitude:

Nursing students applied practical methods which made them more compliance as mentioned that, "when I'm in stress, I start to think that I should be more serious and be on time, I talk to my teacher, study more, and discuss problems with more experienced people". Other stated that "I study hard, searching on clinical training books, discuss with my colleagues".

4.6)Recreational and social techniques:

Nursing students were involved in social activities as coping mechanisms. It helped them to overcome the stress during clinical training at KAUH, as supported by the statements "I cannot stay along with stress, I would like to talk to my best friend, my mother, the patients and drink coffee".

Furthermore, many nursing students stated that "once I feel stress my coffee consumption is increased, I go out with my friends, family for fun and watching TV".

4.7)Negative in rich experience

Few of nursing students, expressed that they have negative in rich experience, it was clarified through their statement, "I do not have coping mechanism may be I will not go alone to the patient's room, "

Another student mentioned that, "I cannot find coping mechanisms to deal with the stress, just thinking that it is not my place".

nursing students who do not have experience about different coping mechanism planned to change study specialty, stated that "it is not my place, I will not continue studying this specialty".

4.8) loneliness preferences:

Some of nursing students prefer to think alone, not sharing their stress and thoughts with others, their statement supported that "when I am under stress I sleep for long time, not talking with others, think, discuss with myself".

4.9) Relaxation techniques:

Nursing student have deep breathing exercises only as relaxation techniques. It helps them to overcome their stress and go back to their training. Their statement supported that "If feel that I'm stressed I perform deep breathing exercises".

4.10) Combined coping strategies:

Most of nursing students adopted different methods to overcome stress during clinical training at KAU such as ,*relaxation, going out and having fun, read more about some things related to practice, talking to friends and mothers, seek religion method, and study hard.*

Their statement asserted that "*when I feel stressed out I do different methods of recreation to overcome this stress such as relaxation, seek religion method, study hard*"

Most of nursing students who applied different coping mechanisms emphasized that by using coping mechanisms such as religious perspectives, professional attitude, recreational and social techniques, loneliness preferences, relaxation techniques, and combined coping mechanisms, their stress can be relieved during clinical training .as it was mentioned by them that ,

" stress is relieved and I could continue training ".

In addition, they express their feelings that investigating about their owned coping mechanism to stress is an important issue. However, some of the participants indicated that they would not prefer to continue in this profession for some familial, personality and interest factor, other considered that communication relationship with faculty, teacher and nursing staff is another stress during clinical training .

Through an-opened question nursing students elaborated different stressors were encountered by them, they might be social, family, communication , poor adaptation, specialty preferences etc. Socialization and relationship with other e.g. 5 faculty members, clinical staff, patients ,colleagues, might be other type of stress sources. As determined by **Lamadah, Sayed (2014)** who reported that hospitals experienced a severe shortage of staff nurses . This shortage has been referred to many factors such as developed medical technology, extended population, advanced life expectation and increased morbidity rate .This statement is emphasized by **Elfaki, Aedh (2016)** who mentioned culturally nursing in Saudi Arabia (**KSA**) is one of unaccepted professions for females. Nursing is restrained by many restrictions that hinder women to join this important profession

DISCUSSION

Regarding Religious perspectives second year nursing students. this type of adaptation gives high relieve and comfort but the time of real solutions for the recent situation is not known . Islam, like many other religions provides some advices to seek from the Lord whenever encounter stressors. This has been illustrated in many verses in the Holy Quran (the Holy Book of Islam). As reflected by second year nursing students' comments and as one of the characteristics of the Muslim. Family imitation and environmental factor are important in

students' behavior religious development .This was consistent with **Fu , et al (2013)** who determined that , the impact of family, environment behavior and parental education was an object on personality and behavior. It was also emphasized by **Ramaprabou (2014)** added that, the patterns of interaction and behavior of the family members play an important role in the behavior and adaptation patterns of an individual. Family environment continues to be a vital issue among ages from 13 years old to 20 years old . Guidance of the parents , experimented in well-arranged surrounding is clearly shown as a catalyst of socialization and ability to manage alteration when facing external society . **Forouhari, et al (2014)** focused on religious practices , he mentioned that Religious beliefs as well as religious functions are the human's need in existing world. Religious activities has been defined as a procedure that applies religious sources like prayer , praise, and seek God Almighty for confronting stresses. Recent results have shown that, since this type of management acts as stress relieve , strengthen the ability to face life alterations , think positively of the life incidents and could facilitate the application of the subsequent daily life activities , therefore religious activities will be beneficial to most people.

Regarding to Professional attitude. This type of coping revealed the personality and genetic factor that affected the nursing students in their chosen coping mechanism . It gives nursing students quick

and fast solution to their problems as well as aggravate sense of responsibility . This coping is needed as human nature .It is important to have practical recreation to real situations .

This is consistent with **Ibrahimoglu , et al (2013)** who mentioned that one of the classification of the personality traits was extraversion. This kind of personality is an open to different stimulation levels with different strategies . they look for an environment with continuous stimuli and they try to keep stimuli trends higher. Consequently, they became talkative, sociable, active and friendly. But **Archontaki , et al (2013)** assumed that both genetic and environment factor have an important impact on happiness , comfort and adaptation are mediated. During recreational and social techniques, nursing students' stress will be relieved just for the time being , and the people who are consulted might not give proper solution especially if they are not involved in the same profession so the core of their suffering are not clarified, but generally elaboration of negative feelings especially to close people yields the feeling of comfort and well-being. In correspondence to **Laal & Aliramaie (2010)** ,who determined that coping reaction to different stressors could result in a positive or negative consequences , according to the condition and the details of the response and he added that Positive coping mechanism is acquired styles and adopted by people to relieve the effects of stress ; for example, deep breathing techniques, and relaxation exercises, these

strategies lead to effective adjustment. On the other hand, (Ahiaoma , 2013) indicated that a close relationship with the parents influences the young adults' happiness, life, and satisfaction. Only few of them express that they had negative in rich experience. It was reflected that few of the nursing students did not experience solving stress strategy in their lives, either there was no discussion between them and their parents or they were not living with their role model. It was reflected specifically in adaptive behavior as well as immature personality behavior . Present study is emphasized by Desrosiers , et al (2013) ascertained the impact of parental breakup (children who lived with single parent) on the social adaptation and well-being of children future ,they might lose progression during their study , leave the school at any time (escape) , suffer of complicated relationship , and aggravated risk of behavioral adjustment problems. Nursing students who do not have experience about different coping mechanism planned to change study specialty, stated that *"it is not my place, I will not continue studying this specialty"*. Hides and accumulations of stress and anxiety feeling , ignoring stressful events, isolation , this results in development of aggressive and deviant behavior, unnatural feelings, poor professional commitment and development. This report was supported by Al-Feki (2009) who mentioned that accumulated and negative feelings lead to disturbance in body systems homeostasis e.g. high blood pressure , palpitation , perspiration

as well as temper tantrums which affect communication and their relationship with others in the society. Loneliness preferences behavior brought no solution to the current situation , and in turn aggravated the problem, it reflected also the inability of nursing student's to face the problems , it was escaping. It could be related to poor discussion between the parents and their children during their childhood period. This type of covering the real feelings can lead to undesirable reaction , this is consistent with Lamont , (2010) who signified that child who was being neglected can affect all domains of development, physical, psychological, cognitive, behavioral and social, which were often interrelated , also he added that this was related to greater maladjustment and negative outcomes of development .

Relaxation techniques were benefiting strategy to renew energy and overcome stress .But it does not resolve the its causing roots. These findings were supported by Laal & Aliramie (2010) who considered that breathing and relaxation exercises were positive coping strategies.

As regard to combined coping mechanisms, Most of nursing students adopted different methods to overcome stress during the clinical training at KAU. It was better to apply different techniques of coping mechanism because all are important in relieving stress especially some of them comfort the nursing student personally and some gave different opinion and solutions. This was consistent with Kumar & Nancy,s study (2011) who

revealed that nursing students perceived different intensity of stress as a result of study, clinical and other psychological factors. Furthermore, they use mix of coping strategies to get past stress and maintain a balance on a wellness- illness continuum.

Looking for clinical instructors and educators' help and advice were the least common coping mechanism determined in nursing student. While "seeking diversion" was the most common. **Chipas, et al (2012)** reported that stress is an personalized behavior marked by inadequate adaptation. It is indicated that nursing students were taking prescription of medications to relieve their stress or to at least assist them to handle their stress symptoms properly. On the other hand, **Khatar et al (2014)** proposed in his study that the most common coping mechanism adopted by the student was a conflict resolution followed by remaining optimistic, having apposite attitude when dealing with everyday issues in life, confront and solve problems according to the previous life experiences, see things objectively, adopt different strategies. Avoidance was less frequently utilized, in addition, **Shukla, et al (2013)** specified in his study that, the use of "Approach coping logical analysis was significantly higher compared to avoidance. Most of nursing students who applied different coping mechanism assert that by using coping mechanism such as religious perspectives, professional attitude, recreational and social techniques, loneliness preferences, relaxation techniques, and combined

coping mechanism, their stress can be relieved during the clinical training. as it was mentioned by them that, " *stress is relieved and I could continue training* ".

CONCLUSION

- 1 – An open-ended questions revealed second year nursing students' experience in adapting to the stress during clinical training reflected individual differences, home environment, parental-students relationship, and nursing students' background.
- 2 - Nursing students who indicated a preference to continue this profession still express stress feeling during clinical training.
- 3 - Improved second year nursing students' coping mechanisms in spite of their first exposure to the clinical training.

RECOMMENDATIONS

1. Further Studies about the strategies that attract the parent's interest influence the perceptions of parents regarding nursing profession.
2. Further Studies about the different stressors were encountered by nursing students.
3. To provide academic guidance to improve communication channel, have a back ground and history file of each and all nursing students.

Code	Category	Theme
Recite Quran Kareem, remember the God , praise him –praying	Carry out religious activities	Religious perspective
Analyze situation. -Understand related case information, and asking experienced staff	Seeking scientific information	Professional attitude
Watching television , talking to mothers and friends	Seeking social support and fun activities	Recreational & social techniques
Not gaining new experience of adaptation	Did not express how to overcome stress among their clinical performance ,so they do not adopt specific coping strategy mechanism	Negative in rich experience
Not talking to others about their stress , ignore whatever face among their clinical performance	Isolated and withdrawal personality	loneliness preference
Deep breathing exercises drinking coffee	Deep breathing exercises .	Relaxation techniques
Profession & social. religious & recreational. Religious & social Social &recreational	Seeking different types of adaptation activities	Combined coping mechanism

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