



## A STUDY ON STRESS EXPERIENCED BY NURSING STUDENTS DURING TRAINING AT JINNAH COLLEGE OF NURSING

Hammad Khan<sup>\*1</sup>, Ahmad Hussain<sup>2</sup>

<sup>\*1,2</sup>Lecturer, Department of Health Sciences (Anesthesia), Capital University of Science & Technology, Islamabad, Pakistan

<sup>1</sup>hammadk21@gmil.com, <sup>2</sup>ahmadhussain034@yahoo.com

### Keywords

Academic stress, Clinical stress, nursing students, Coping strategies

### Article History

Received on 11 October 2025

Accepted on 14 December 2025

Published on 31 December 2025

### Copyright @Author

### Corresponding Author: \*

Hammad Khan

### Abstract

Nursing is both an art and a science – a profession that demands emotional resilience, discipline, and dedication. It is a challenging and emotionally taxing career that requires students to balance the rigorous demands of academic learning with the practical pressures of clinical training. During their training period, nursing students often face significant stressors stemming from both academic and clinical environments. Academic stress arises from heavy coursework and examinations, while clinical stress may result from experiences such as receiving negative feedback from instructors. This study aimed to assess the levels of stress and coping strategies among nursing students at Jinnah College of Nursing. An observational, cross-sectional design was employed, involving 105 randomly selected participants – 36.2% male and 63.8% female – with a mean age of 22 years. The majority of participants were single (92; 87.6%). Findings revealed that 50% of nursing students experienced stress related to clinical practice and academic performance, 34% reported no stress, and 16% remained neutral. The most common stressors identified were insufficient vacations or breaks (56; 53.3%) and lack of guidance from teachers (19; 18.1%). Additionally, 73.3% of students reported using various coping strategies to manage stress. The study concludes that the majority of nursing students experience significant academic and clinical stress. It is recommended that stress management seminars be conducted at the beginning of each semester to help students develop effective coping mechanisms and improve both academic and clinical performance.

## INTRODUCTION

The pursuit of nursing education is a rewarding endeavor. It is highly a disciplined and emotionally demanding profession, but it is also a highly stressful profession (Kumar et al., 2020). Nursing involves the delivery of care to all persons (Burilo et al., 2023). During daily life, nurses have to face many problems and these problems cause stress (Burilo et al., 2024).

Stress affects almost every profession. However, levels of stress are higher, and there are a greater number of sources of stress among health

professionals (Pulido-Martos et al., 2012). It affects the person physically, mentally as well as emotionally (Burilo et al., 2024). When an event causes worry, excitement, or confusion, an organism's reaction to physical or psychological components is triggered, which can result in depression, tachycardia, and digestive issues, among other things (Cestari et al., 2017). Stress in nursing students can be attributed to academic, clinical, financial factors, interpersonal, and intrapersonal (Rafati et al., 2021). Academic stress that is related



to their education (Buriro, Chandio & Memon, 2024). Sources of academic stress are exams, assignments, presentations, group uncoordinated work issues, grades, absence of leisure time, negative feedback related to performance, academic programs like the arrangements of seminars and workshops (Parveen & Inayat, 2017).

The second major kind of stress is clinical side stress because there is a huge difference between studying nursing and applying nursing (Buriro et al., 2023). The factors that lead to clinical stress are communication and language barriers, lower self-esteem due to incompetency, insufficiency of theoretical training, and negative feedback given by clinical instructors at their clinical placement in front of patients (Kumar et al., 2020). Additional factors of clinical stress are working with dying patients, conflicts with other staff, insecurity about clinical competence (Gibbons, 2010), interpersonal problems with patients, prolonged standing and workload on the clinical side, and the gap between theory and practice (Yasmin et al., 2018).

Betty Neuman's stress theory is useful for explaining the stress that students face in the clinical setting. Neuman's stress model categorizes stressors as extra personal, intrapersonal, or interpersonal variables. According to this theory, extra personal stressors are those that occur outside of the individual, for example, instructors limited clinical competence, intrapersonal stressors are those that occur within the individual, for example, insufficient knowledge and skill, and interpersonal stressors are those that occur between individuals and may include negative interactions with instructors, staff, and patients (Rafati et al., 2021).

Nurses need to cope with stress through coping strategies. Coping strategies are key elements of nursing student's stress management. In this article, we have to explore the coping strategies and management of stress in nursing students so that they can manage these problems. Many coping strategies are mostly used by nursing students on their academic and clinical sides. These strategies include motivation, a self-confident approach, an optimistic approach, and a social support-seeking approach focused on reducing stressors.

### Rationale:

The purpose of this study is to bring to notice how nursing students face stress clinical and academic as well. So, we have to study those factors that cause stress and we have to eliminate the causes through preventive measures and by applying coping strategies to manage them.

### Objectives:

- To assess the level of academic and clinical stress among nursing students.
- To discuss coping strategies to control stress.

### Hypothesis:

#### Null hypothesis:

Nursing students do not face stress during their training tenure.

#### Alternate hypothesis:

Nursing students face stress during their training tenure.

### Literature review:

A study which was conducted among baccalaureate nursing students assessed stress and the utilization of social support. It revealed that in response to stress, traditional and second-degree nursing students reported significant levels of anxiety. It was also observed that respondents relied on faculty members for assistance less frequently than they did on classmates, spouses/significant others, or parents. Furthermore, conventional students are more likely to seek social support from fellow nursing students and other friends whereas second-degree students rely more on their spouse (Reeve et al., 2013). A retrospective, cross-sectional, descriptive research was carried out at Najran Nursing College from March through November of 2015. The findings indicated that the academic year of the student was directly related to the student's stress level. Transferring stress to other leisure activities was the most used coping method among individuals (Aedh et al., 2015).

A descriptive, cross-sectional studies that was conducted in Jordan, in Saudi Arabia and in Calabar, among nursing students to assess stress sources and coping behavior. Their findings revealed that assignments, work and the clinical



setting were the primary sources of stress for these students (Shaban et al., 2012). They also reported considerably greater levels of Personal stressors, Academic stressors, and social stressors (Abasimi et al., 2015; Samson-Akpan et al., 2017). Furthermore, another descriptive, comparative research study was conducted from August 2015 to April 2016 in three different countries: Greece, the Philippines, and Nigeria. Their study revealed that nursing students in three countries were stressed mostly by assignments and workloads and that they used problem-solving ways to deal with stress (Labrague et al., 2018).

Another study, systematic review, was done in Saudi Arabia among nursing students to examine stress perceptions and coping strategies. In August 2017, an electronic database search was conducted to find research published from 2010 onwards. The findings revealed moderate to high stress levels in Saudi student nurses which were mostly caused by severe workloads and patient care (Labrague et al., 2018). Reviewing quantitative research revealed sources of stress in nursing students and their coping techniques, the narrative conceptual synthesis method was applied. The goal of the study was to determine the degree of stress experienced by student nurses, as well as the sources of stress, and to investigate coping strategies employed by student nurses during their nursing education. These investigations were carried out in Asia, the Middle East, the United States, and other parts of the globe. According to this review, students endure moderate to high levels of stress as a result of a variety of stresses (patient care, assignments and workloads, unpleasant interactions) and the problem-solving method was the most often utilized strategy for dealing with and coping with stress, and it was seen as the most suitable manner of dealing with stress (Labrague et al., 2016).

Another descriptive cross-sectional study was conducted at Al Jouf University. The purpose of this study was to look into the stress levels and sources of stress among undergraduate nursing students enrolled in practicum courses. All level 5, 7, and 8 undergraduate nursing students volunteered to participate in the study, which began with practical practice in hospitals. There are a total of 50 pupils in the class. According to this study, the higher the

academic level of nursing students, the more stress they face. Senior students may experience increased stress as a result of increased workload, assignments, a lack of professional knowledge, and higher expectations (Mohamed & Ahmed, 2018)

According to W. A. Ahmed and B. M. Mohammed (2019) The goal of this study is to determine the level of stress experienced by nursing students at Albaha University in Saudi Arabia, as well as the coping strategies they use as a result. A descriptive, cross-sectional study was undertaken, and the findings revealed that nursing students at Albaha University experience moderate levels of stress. Furthermore, F. G. Fernandes et al., (2014) The goal of this study is to determine the existence of stress among undergraduate students in various hospital settings. A descriptive cross-sectional study was undertaken with nursing students at the Federal University of Ceará in Brazil. The study shows that the sixth-semester students were marked by a high level of stress in the realm of practical activity performance.

An exploratory, descriptive study looked at the level of stress produced by several factors. A study of the data revealed that students in the last year of the Nursing Program were extremely stressed as a result of intrinsic factors that interfered with stress creation by students at various levels of intensity (Barboza et al., 2012). Another cross-sectional study was conducted at the University, School of Medical Sciences. The purpose of that study was to examine the academic stress in college students. This study discovered that students with lower levels of education have higher levels of academic stress than students with higher levels of education (Pandey & HN., 2017). A cross-sectional study by M. O. Asani et al in 2016 determined the stress degree among nursing students in academic and clinical situations. It observed that increased levels of stress had a severe impact on the physical and psychological health of students.

### Method and Procedure

A descriptive, cross-sectional study will be conducted at Jinnah College of Nursing to assess stress among nursing students during their training tenure. The study will be conducted on the nursing students of Jinnah College of Nursing. The nursing



students studying in Jinnah College of Nursing. The study will be conducted within four months from 5 July to 15 November. The respondents will be selected by the non-probability sampling technique (Convenient sampling method). 119 nursing students will be selected for the study. Data will be collected through a self-developed questionnaire (closed-ended questionnaire). The principal investigators will be visiting the above-mentioned study settings and will collect the data from the study participants with the help of a questionnaire. The data will be analyzed by using the Statistical Package for Social Sciences (SPSS) version 21. All current nursing students at Jinnah College of Nursing in 2021. Non-nursing staff, nurse aids, and technicians will be excluded from the study.

A pilot study will be carried out before the actual investigation. This would be useful in identifying logical problems and determining the questionnaire's efficacy. The purpose of conducting a pilot study is to examine the feasibility of an approach that is intended to be used in a larger-scale study. To assess the validity, reliability, and flow of the questionnaire. At this point, it is essential to highlight some of the study's flaws. First-year RN students will not be included in this study. Students from other institutions will also be excluded from this study. Informed consent will be given to the participants before filling out a questionnaire. Every participant had the right to refuse to be a part of the study. The participants will be assured that data collected from the research participants will be kept confidential and will be used only for research purposes. We will conduct this research study after obtaining approval from the Institutional Ethical Review Committee.

## RESULT & DISCUSSION

In this cross-sectional, observational study 105 students were selected randomly from Jinnah College of Nursing. Both genders Male and female were randomly selected and had an equal chance to participate in the research study. Participants were given a hard-printed copy of the consent form and questionnaire. After reading and signing the consent form filled the questionnaire. The students returned the questionnaire and answered questions

in a very respective way, showing that they were interested in the study and answered every question.

### DEMOGRAPHIC DATA:

In 105 respondents we found that 48.6% of students were in the age range of 17-21 years. The majority 50.5% of students were in the age range of 22-26 years, whereas 1.0% of students were in the 27-31 years age range.

In this study respondents are 36.2% percent male and 63.8% female. There is a difference between men and women. We analyze stress in both genders. According to Nitasha Sharma and Amandeep Kaur (2011), all the respondents were female because nursing is a dominant profession so previous studies analyzed stress only in female nursing students. According to a previous study, the influence of gender on stress levels in nursing education was statistically significant. The stress levels of females in nursing education were higher than those of males (Bahadir-Yilmaz., 2016).

We also found that the majority of the respondents are unmarried which is 87.6% and very less students are married which is 12.4%. The nature of living majority of participants 57.1% are living with family while 35.2% of the participants are living with friends and 7.6% of students live single.

Students from Generic 1<sup>st</sup> year is 22.9%, 2<sup>nd</sup> year is 27.6%, 3<sup>rd</sup> year is 13.3%. 4<sup>th</sup> year is 8.6%. Students from 3<sup>rd</sup> year RN is 17.1%, 4<sup>th</sup> year RN is 10.5%. During data collection, we found that of 100% of the respondents, 4.8% were from the upper class, 92.4% from the middle class, and 2.9% from the middle class.

### Q1) I have always felt stress during nursing training.

From asking the students "They felt stress during nursing training" The results are 4.8% of students strongly disagree and 24.8% disagree, 21.9% students were neutral. Whereas 34.3% were agree and 14.3% were strongly agree. According to the result, most of the students always felt stress during nursing training. As shown in previous studies Nursing students experience multiple stressors as they are expected to apply theoretical learning and develop critical thinking skills while in the professional environment. From earlier studies,

more than half of nursing students (60%) had moderate levels of academic stress, less than half (52%) had severe levels of academic stress, and

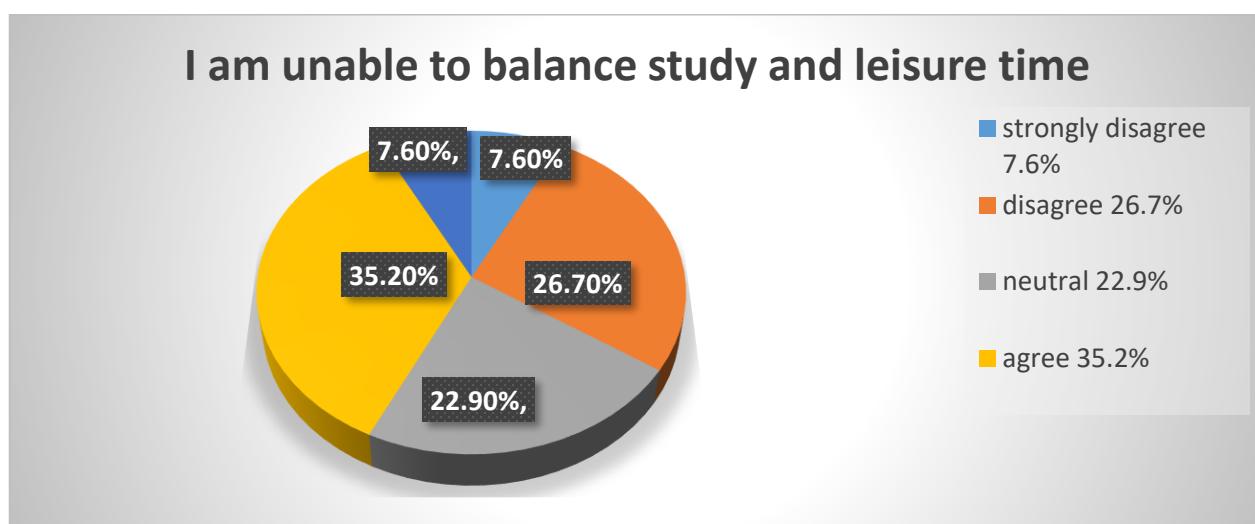
(14%) of nursing students had no level of academic stress (Kumar et al., 2020).



**Q2) I am unable to balance study and leisure time**

Regarding question no 2 " I am unable to balance study and leisure time" The result shows that 7.6% of students strongly disagree and 26.7% of students disagree. Whereas 22.9% of students were neutral 35.2% of students agreed and 7.6% were strongly agree. This result shows that the majority of the nursing students were unable to balance study and leisure time. In support of previous studies factors leading to stress are lack of quality free time in which 30.9% disagree, 43.8% partially agree, 25.0%

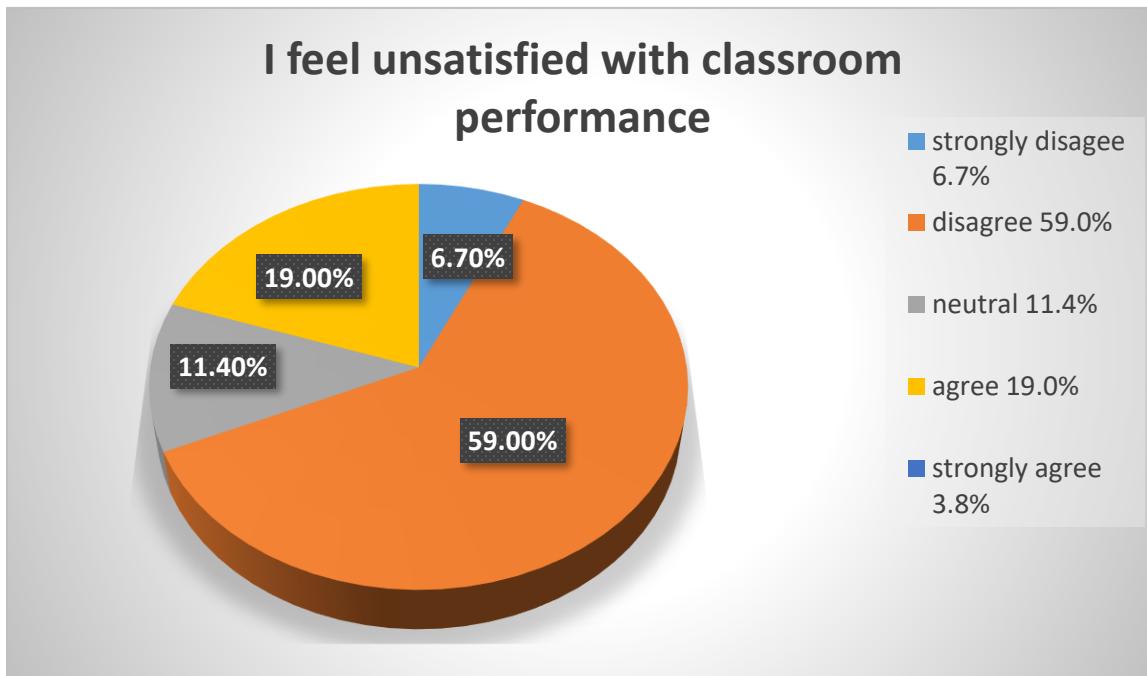
fully agree that they are having difficulty in time management, and inconsistent faculty responses to their concerns gap between theory and practice, and lack of clinical supervision. Another factor that causes academic stress faced by nursing students is examination and the timing of examinations, Students spend most of their time in preparation for examinations which disturbs the work-life balance of nursing students. They also experience longer hours of study and an associated lack of free time (Yasmin et al., 2018).



**Q3) I feel unsatisfied with classroom performance**

According to question no 3 "I feel unsatisfied with classroom performance" The result shows that 6.7% of students strongly disagree and 59.0% disagree. Whereas 11.4% of students were neutral 19.0% agreed and 3.8% were strongly agree. According to the above results most of the nursing students feel satisfied with classroom performance. As previous studies show the causes of stress connected to the student are not wanting to contribute to the courses, study load, the anxiety of not being competent to grow up, and low levels of course. A student who is getting higher grades than a peer

marks ably confident and esculent from those students who are not considerable in their studies. The most observed sources of stress were fear of failure, doubt about the future, lack of confidence, discomfort, nervousness sadness, depression, tiredness, Lack of confidence negative attitudes, low temper, Fatigue decreased sleep, and poor satisfaction with performance. Moreover, poor classroom setup is also a source of stress for students that does not promote a positive learning environment (Parveen & Inayat.,2017).

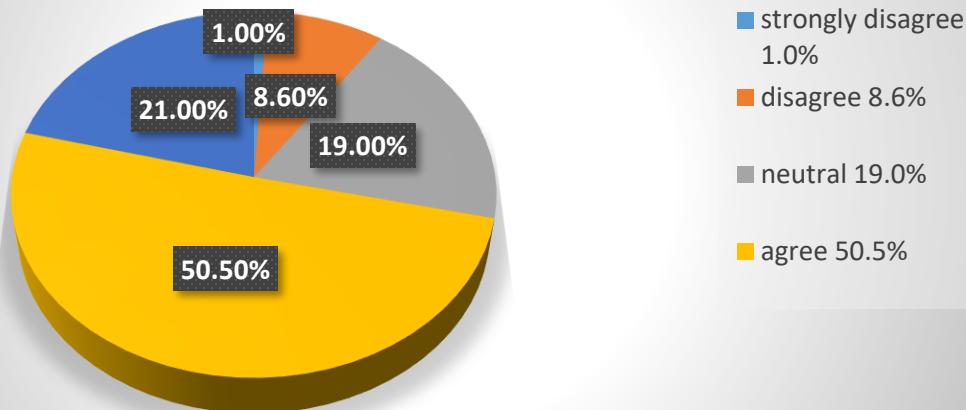


**Q4) I experience the intensity of academic workload**

According to question no 4 "I experience the intensity of academic workload" The result shows that 1.0% of students strongly disagreed and 8.6% of students disagreed. Whereas 19.0% of students were neutral responses 50.5% of students agreed and 21.0% were strongly agree. According to the above results, the majority of nursing students experience the intensity of academic workload. As shown in previous studies we found similar results that nursing students reported higher levels of stress

from assignments and workloads 27.8% disagree that shows very little amount of academic workload but from majority of students 41.2% partially agree, 30.9% fully agree that nursing students face not only academic stress but stress at work during their training period (Yasmin et al., 2018). In this study, Workload has frequently been associated with higher levels of stress, burnout, job dissatisfaction, chronic health problems resulting in fatigue, and lower job performance (Amin, 2011).

### I experience intensity of academic workload

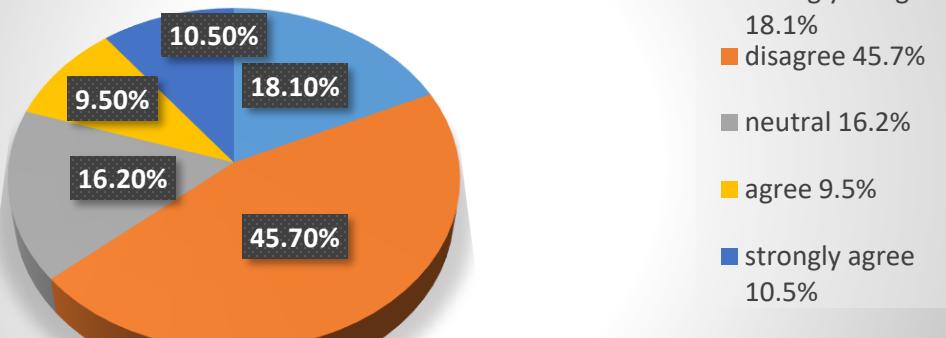


#### Q5) I think there is a lack of guidance from teachers

According to question no 5 "I think there is a lack of guidance from teachers" The result shows that 18.1% of students strongly disagree and 45.7% of students disagree. However, 16.2% of students were neutral 9.5% of students agreed and 10.5 strongly agreed. According to the above results, the majority of students disagree that there is guidance provided by teachers. In contrast to prior research, stress caused by instructors' lack of clinical competence was the most common form of clinical stressor for

nursing students, followed by instructors' improper behavior. Aside from that, the three most common stressors were related to the instructors' instruction and behavior. Faculty-related issues were recognized as the most common stressors in the clinical setting by students in this study. The pupils in this study had a moderate level of stress, according to the findings. Furthermore, nursing students experienced difficulty in clinical education due to flaws in clinical teaching methodologies and inadequate instructor competence (Rafati et al, 2020).

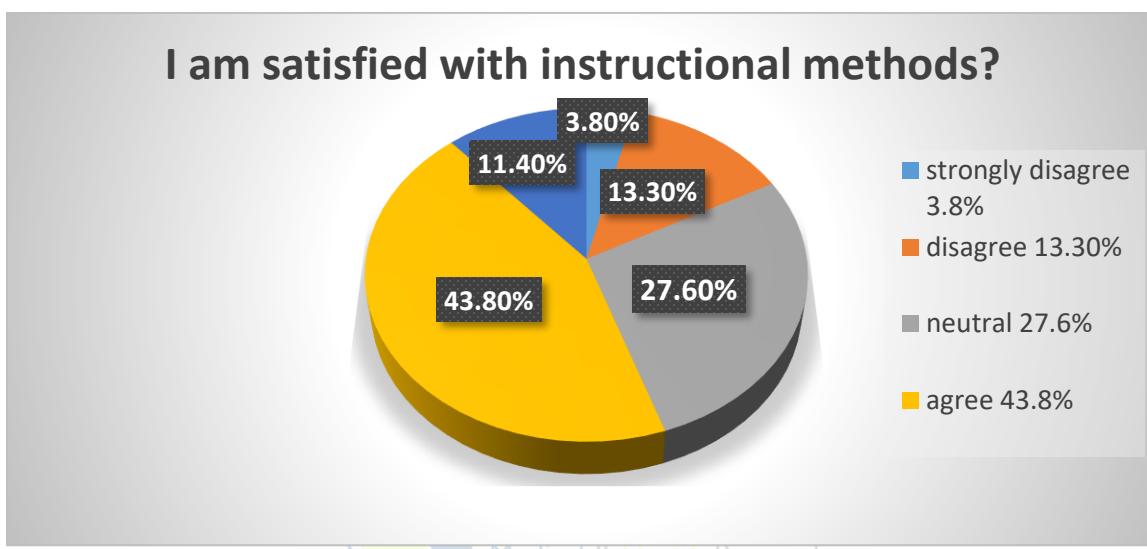
### I think there is lack of guidance from teachers



**Q6) I am satisfied with the instructional methods**

Regarding question no.6 “I am satisfied with instructional methods” The exact results were that 3.8% of students strongly disagreed and 13.3% disagreed. Whereas 27.6% of students were neutral, 43.8% agreed and 11.4% strongly agreed on responses. The result shows that most of the students are satisfied with the instructional method.

According to previous research, student satisfaction determines the ability to learn and practice clinical skills in a controlled environment before being required to practice on patients, and thus student satisfaction is a critical component because it influences the interaction of teaching and learning processes (Jamie & Mohammed, 2019).



**Q7) I have professional knowledge and skills**

According to the question no.7 “I have professional knowledge and skills” The result shows that 1.9% of students strongly disagree, and 4.8% disagree. However, 15.2% were neutral, 58.1% agreed and 20.0% were strongly agreed. This shows that the

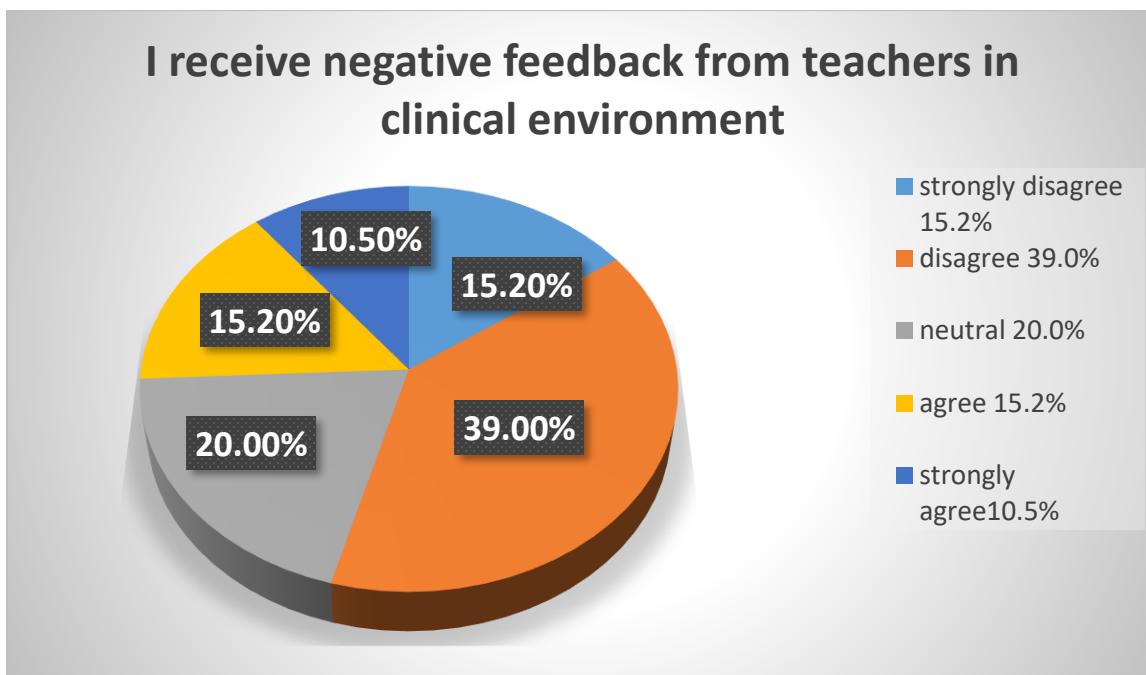
majority of the students have professional knowledge and skills. Through educational experiences, a student who progresses to becoming a professional internalizes the knowledge, skills, and values related to nursing (Altıok & Üstün, 2014).



**Q8) I receive negative feedback from teachers in clinical environments”**

Regarding question no.8 “I receive negative feedback from teachers in the clinical environment” The result shows that 15.2% strongly disagree, and 39.0% disagree. Whereas 20% of students were neutral, 15.2% were agree and 10.5% strongly agree. In contrast to the previous study, 25.8% disagree, 45.9% partially

agree and 28.4% fully agree which shows a difference in our study that in our area students did not experience negative feedback from teachers. Academic stressors revealed that receiving negative feedback from teachers in the academic setting, as well as confusion about material and curriculum, were significant sources of stress. Nursing students are frustrated and distressed as a result of this (Yasmin ., et al 2018).

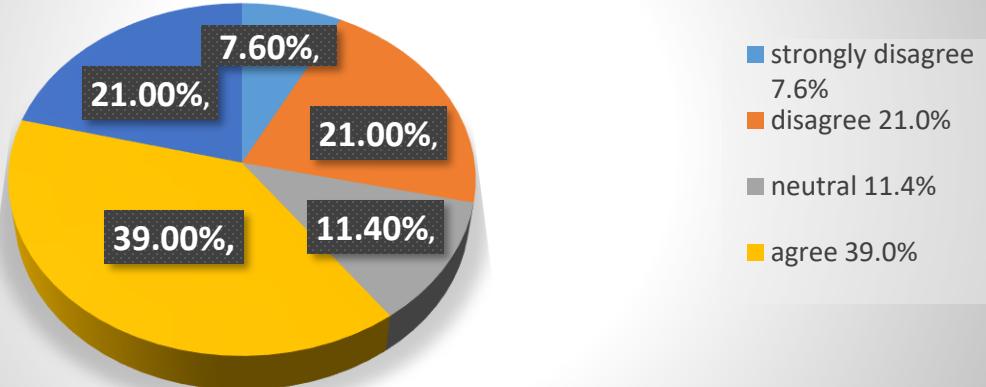


**Q9) I feel pressure from teachers who evaluate students' performance by comparison”**

According to question no.9 “I feel pressure from teachers who evaluate students' performance by comparison” The result shows that 7.6% of students strongly disagree, 21.0% disagree and 11.4% students were neutral. Whereas, 39.0% agreed and 21.0% were strongly agree about the question. The majority of the students feel

pressure from teachers who evaluate students' performance by comparison. We found similar results in previous research that shows that students feel pressure with 30% of respondents having high stress, 44% moderate stress, and 18% low stress from teachers who evaluate students' performance by comparison (Ahmed & Mohammed, 2019).

## I feel pressure from teachers who evaluate students' performance by comparison"

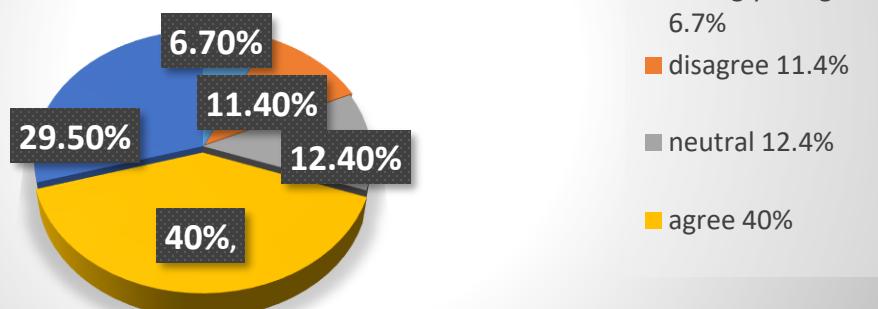


Q10) I experience difficulties from changing the role of a student to the role of the nurse in clinical days"

According to question no. 10, "I experience difficulties from changing the role of a student to the role of the nurse in clinical days" The results show that 6.7% of students strongly disagreed, 11.4% disagreed and 12.4% of students were neutral. However, 40.0% of students agreed and 29.5% of students strongly agreed with the question. This result shows that the majority of nursing students experience difficulties from

changing the role of a student to the role of the nurse in clinical days". Previous studies described the main stress sources in nursing students, linking them to clinical and academic, that academic and clinical areas are supposed 78.4% of stressing occurrences, during clinical practice. Students have their first contact with their future profession and receive brief training in it, as well as encounter difficult situations that often result in stress, and the environment in which they occur does not always foster a complete understanding of nursing practice (Nicolas et al., 2013).

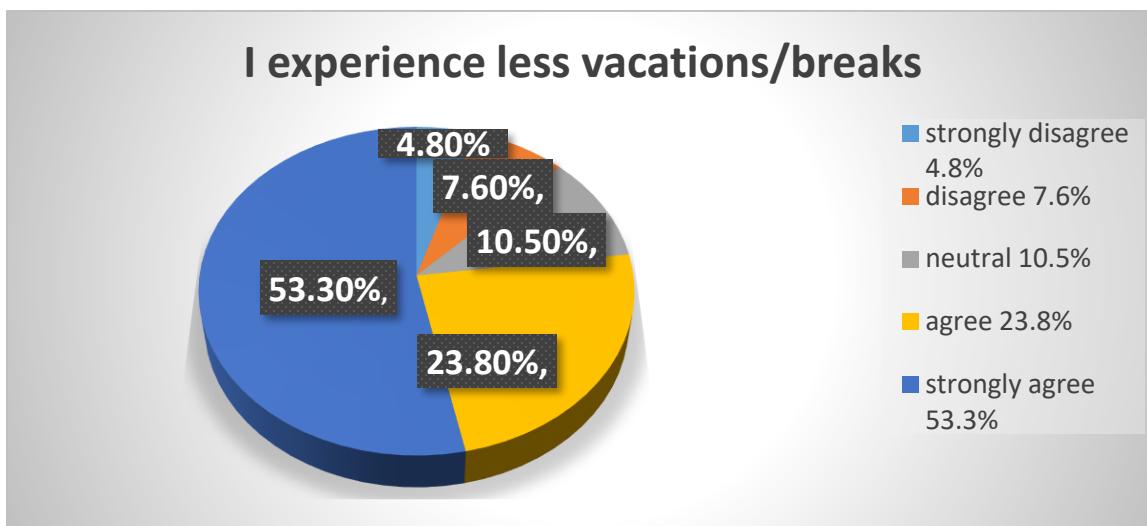
## I experience difficulties from changing the role of a student to the role of nurse in clinical days



#### Q11) I experience less vacations/breaks

According to the figure below when it was asked from the participants that "I experience less vacation/breaks", 4.8% strongly disagree 7.6 % disagree, 10.5% neutral. On the other hand, 32.8% of students agree, and the majority of students 53.3% strongly agree that they experience fewer vacations. The previous study revealed four major

stressors that are environmental, intrapersonal, interpersonal, and academic. This study shows that 15% stress factor is academic which includes 36% participants out of 97%, less vacations or breaks and students did not have enough vacations that they spare time in other activities (Sharma & Kaur., 2011).

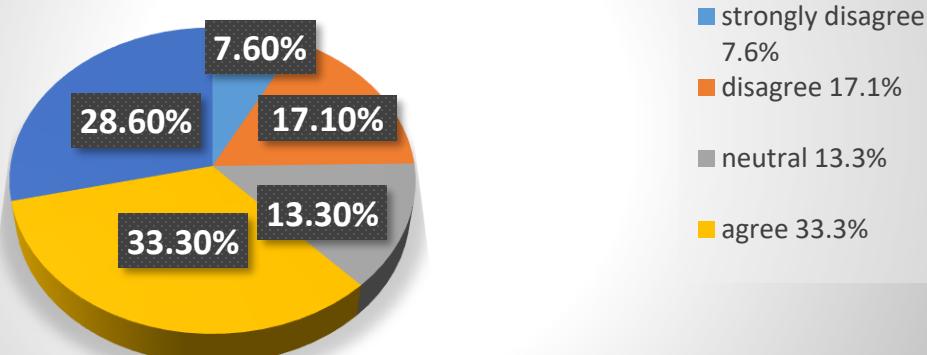


#### Q12) I never talk with nursing staff about my problems, emotions, and experiences

During data collection when the researcher asked the participants "I never talk with nursing staff about my problems, emotions, and experiences" 7.6% of participants strongly disagreed, 17.1% disagreed, 13.3% participants neutral, 33.3% agreed and 28.6% participants strongly agreed. According to Mohammed &

Ahmed (2012), the exact stress in one-fourth studied students about one-half of them gives a significant figure that shows the need for clinical practice exceeds one's physical and emotional endurance. 16% of respondents have high stress which is 32%. Other students reported stress that statistically significant stressors were relationship with in charge nurse and no interaction between nursing staff and students.

## I never talk with nursing staff about my problems, emotions and experiences



### Q13) I know how to help patients with emotional problems

Regarding question 13 when it was asked "I know how to help the patient's emotional problem" 8.6% disagreed, and 10.5 % of participants were neutral. The majority of the students 55.2% agree and 25.7 % of participants strongly agree which shows that they know how to help patients with emotional problems. From previous literature, 28.4% of

respondents disagree 42.3% partially agree and 42.3% fully agree. It reveals a similarity between our study and previous literature (Yasmin et al., 2018). Another study shows the fact that due to the instructor's perceived inability to handle events causing moral anguish, nursing students felt mostly alone with their moral discomfort (Bernadine Wojtowicz et al., 2014).

## I know how to help patients with emotional problems



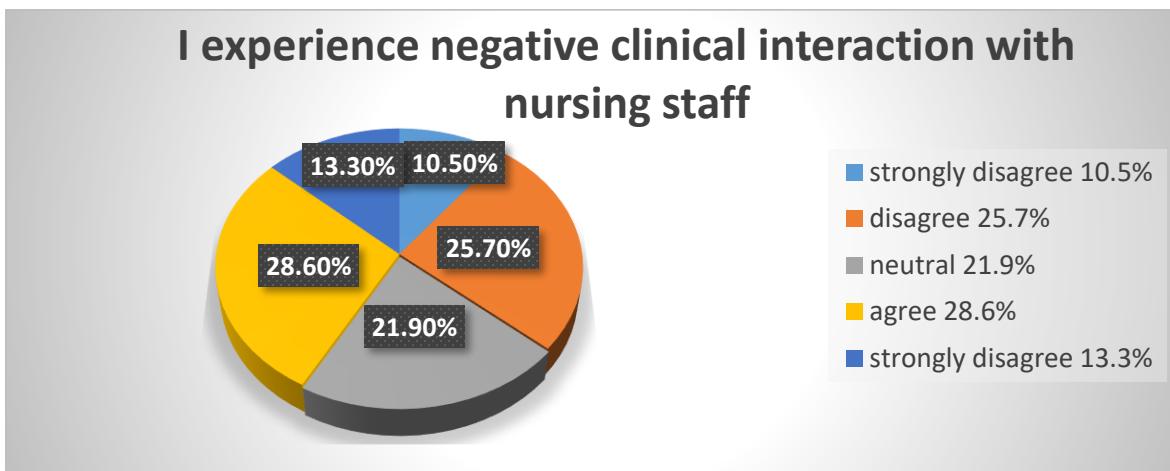
### Q14) I experience negative clinical interaction with nursing staff

When the question was asked the students that they experienced negative clinical interaction with nursing staff 10.5% strongly disagreed 25.7 % disagreed 21.9% neutral and gave a result that they

did not have any negative clinical interaction with nursing staff. On the other hand, 28.6 % agree and 13.3 % strongly agree means that they have negative experience with nursing staff. Literature shows the similarity between our study and the previous study that 30.4% disagree, 43.3% partially agree, and

26.3% fully agree (Samina Yasmin et al., 2018). Another literature reveals that some nursing students described muted and invisible preceptors at clinical practice; some preceptors were physically present but indifferent, some were not physically present at all, and others didn't know what or how to supervise (Elisabeth Jonsén et al., 2013). Another

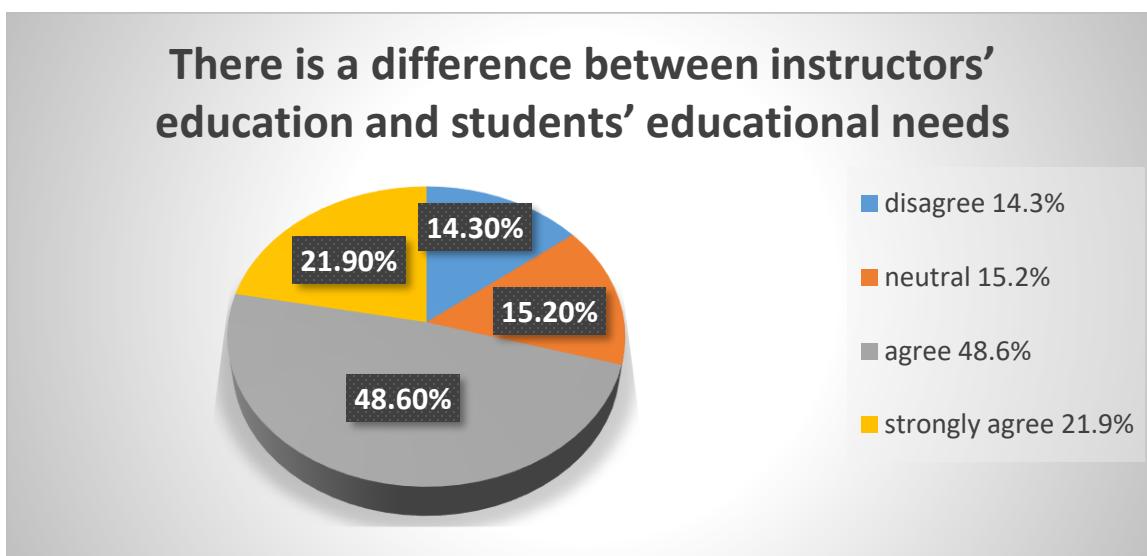
literature shows that student nurses who are well supported and warmly welcomed by the clinical staff into the culture of the unit will have a positive clinical experience with a higher probability of achieving optimal learning outcomes (Mary Lloyd-Penza., 2019).



Q15) There is a difference between instructors' education and students' educational needs

According to the figure below when it was asked from nursing students that there is a difference between instructors' education and students' educational needs" 14.3% disagree, 15.2% neutral but the majority of the students 48.6% agree, and 21.9% strongly agree that there is difference

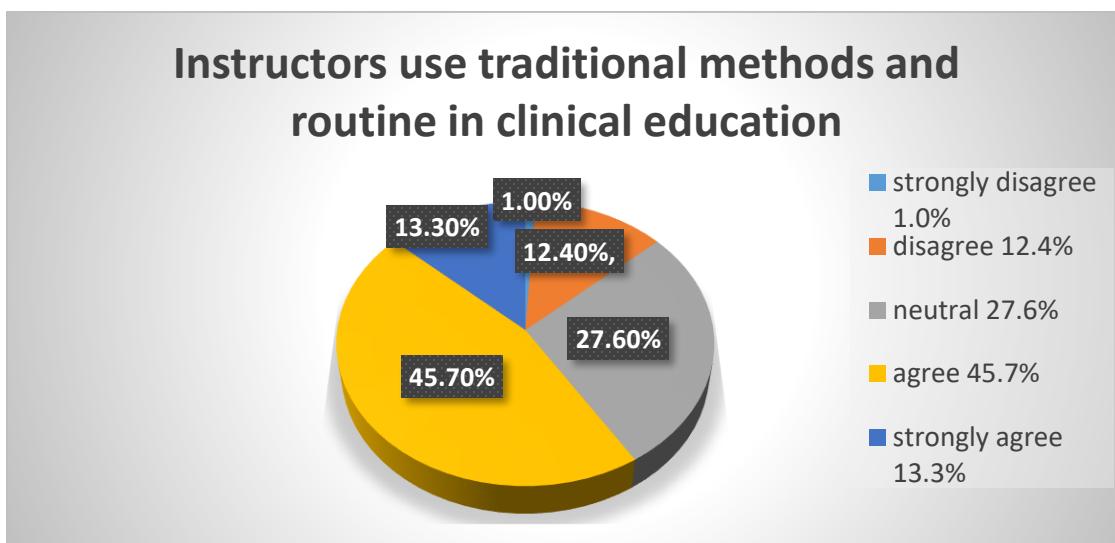
between instructors' and students' educational needs. A previous study discovered that there were substantial disparities in instructor behavior at the start of nursing students' clinical practice. Teachers' visits to clinical placements were less likely to be evaluated by nursing students and mentors than teachers' self-assessment of the situation (Kristiina Helminen.,2014).



**Q16) Instructors use traditional methods and routines in clinical education”.**

It was asked from the students that “Instructors use traditional methods and routine in clinical education”. Some of the students strongly disagree 1.0%, and 12.4% of students, were neutral 27.6%, which shows that they did not think that instructors use traditional teaching methods and routines in clinical education while the majority of the students agree 45.7% and strongly agree 13.3% that there is routine and traditional methods used in clinical education. According to previous studies, data revealed that the most common clinical stressors for

nursing students were caused by instructors' lack of clinical competence, followed by instructors' inappropriate behavior and the instructors' only use of routine methods in clinical areas (Rafati et al., 2020). Teachers offer knowledge to students through traditional instructional methods such as speaking with slides and assigning tasks, essentially teaching the theory; however, simulation now conveys knowledge by assisting students in developing necessary abilities (Jamie and Mohammed, 2019)

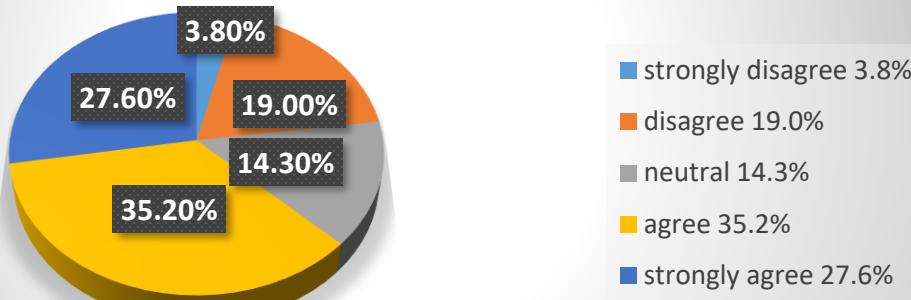


**Q17) I observe nonstandard care delivery to patients by healthcare professionals**

Previous literature shows that as a stressor during clinical practice, around one-third of students rated the pressure from nature and the quality of clinical practice as a high stressor, and about half of students rated it as a stressor exactly (Mohamed & Ahmed.,

2012). We found similar results some of the students strongly disagree 3.8%, disagree 19.0%, and neutral 27.6% but the majority of the students agree 45.7% strongly agree 27.6% which shows that they observe nonstandard delivery of care and it also is a stressor for students in clinical setting.

## I observe nonstandard care delivery to patient by health care professionals

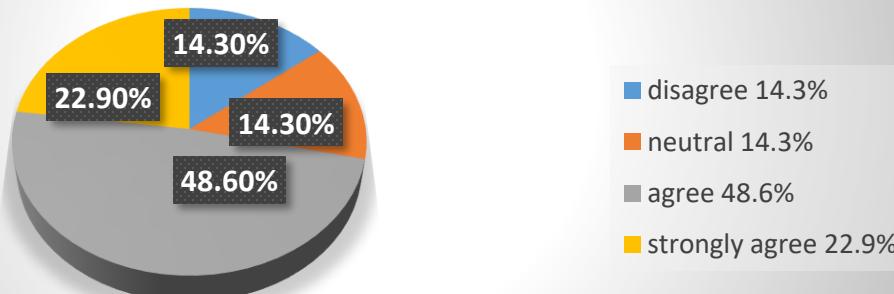


### Q18) There is an inconsistency between the theoretical and clinical education provided

Previous study shows that faculty-related issues were reported as the most common stressors in the clinical setting by students in an Iranian study (Foozieh Rafati., 2021). Our results also show that most students 50% agree and 12.5% strongly agree that there is an inconsistency between the theoretical and clinical education provided.

Furthermore, a qualitative study in Iran discovered that nursing students experienced obstacles in clinical education due to deficiencies in clinical teaching methodologies and low teacher competence (Foozieh Rafati., 2021). 12.5% of students strongly disagreed and 25% neutral showing that there is no inconsistency between the theory and clinical education provided.

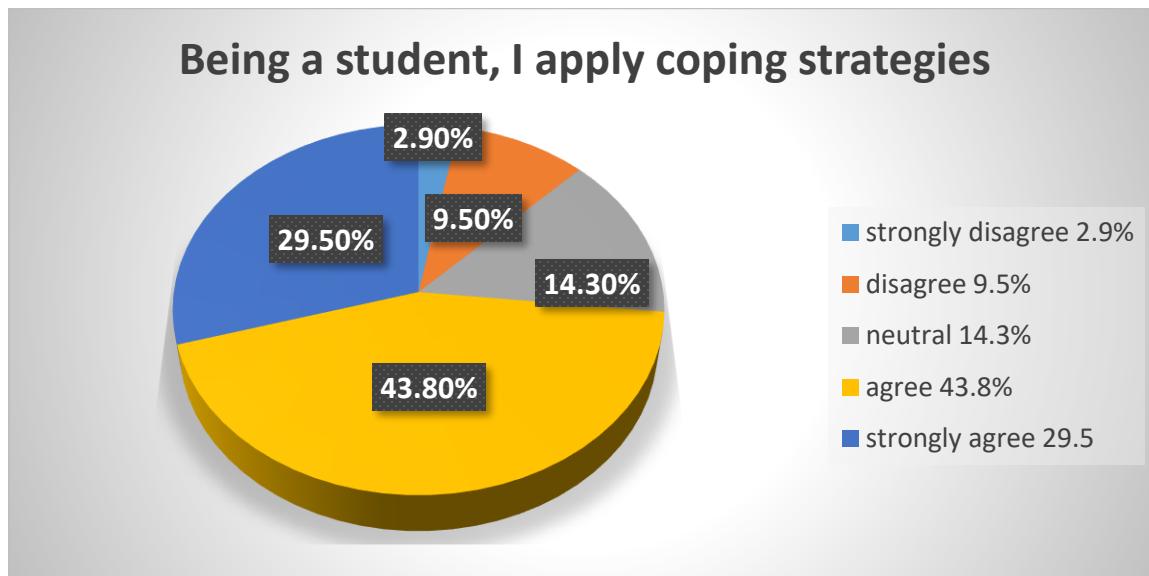
## There is inconsistency between the theoretical and clinical education provided



### Q19) Being a student, I apply coping strategies

The findings of the previous study revealed that nursing students in the clinical setting used a variety of ways to cope with work-related stress. Participants employed ways to increase their professional competency, fix their mistakes, confront stressful

situations, and reflect on difficult problems to actively deal with the stress of the clinical setting (Foozieh Rafati., 2017). Our study also shows that the majority of students 50% strongly agree, 25% agree which shows that they use coping strategies and 12.5% of students respond neutral.

**Conclusion:**

It's concerning that nursing students have such a high prevalence of stressors. Instructors in academic and clinical settings have a responsibility to help students reduce stress levels. As a result, it is recommended that academic and clinical teachers adopt coping strategies to reduce nursing students' academic and clinical stress levels while also increasing their positive coping strategies in nursing schools and clinical placements.

- ✓ Improving the nursing profession's image through effective marketing, good media, and a focus on the actual role of mercy angels.
- ✓ Increasing possibilities for nursing students to enroll by improving interpersonal communication and management abilities in the classroom and in the job.
- ✓ Increasing a pleasant work atmosphere by encouraging teamwork, continuing education, trust, respect, and flexible scheduling.

**Recommendation:**

According to the findings of the study, the following strategies should be used to help nursing students build coping skills for clinical and academic stress:

- ✓ To promote nursing students, hospital executives should design and implement appropriate coping techniques against clinical and academic stress.
- ✓ Creating a more supportive professional nursing practice that allows nursing students to make use of all of their career prospects. This might be accomplished by creating a clinical ladder for progression inside the company.
- ✓ Nursing students might be motivated by designing reward systems based on their workloads and performance.

**REFERENCE**

Abasimi, E., Atindanbila, S., Mahamah, M. M., & Gai, X. (2015). The experience of stress among nursing students in nursing training colleges in Tamale, Ghana. *International Journal of Psychology and Behavioral Sciences*, 5(2), 89-97. <https://doi.org/10.5923/j.ijpbs.20150502.06>

Acharya Pandey, R., & Chalise, H. N. (2017). Self-esteem and academic stress among nursing students. *Kathmandu University Medical Journal*, 13(4), 298-302.

Aedh, A. I., Elfaki, N. K., & Mohamed, I. A. (2015). Factors associated with stress among nursing students (Najran University-Saudi Arabia). *IOSR Journal of Nursing and Health Science (IOSR-JNHS)*, 4(6), 33-38.



Ahmed, W. A., & Mohammed, B. M. (2019). Nursing students' stress and coping strategies during clinical training in KSA. *Journal of Taibah University Medical Sciences*, 14(2), 116-122.

Altıok, H. O., & Üstün, B. (2014). Meaning of professionalism in nursing students. *American International Journal of Social Science*, 3(6), 48-60.

Alzayyat, A., & Al-Gamal, E. (2014). A review of the literature regarding stress among nursing students during their clinical education. *International Nursing Review*, 61(3), 406-415.

Amin, S. G. (2011). *A study to determine the influence of workload on nursing personnel*. Western Michigan University

Asani, M. O., Farouk, Z., & Gambo, S. (2016). Prevalence of perceived stress among clinical students of Bayero University Medical School. *Nigerian Journal of Basic and Clinical Sciences*, 13(1), 55.

Bahadır-Yılmaz, E. (2016). Academic and clinical stress, stress resources and ways of coping among Turkish first-year nursing students in their first clinical practice. *Kontakt*, 18(3), e145-e151.

Barboza, M. C., & Soares, M. H. (2012). Analysis of Stress-causing factors in the final undergraduate year of the nursing course. *Acta Scientiarum. Health Science*, 34(2), 177-183.

Buriro, S. A., Muhammad, S., Rtd, M. M. P., Channar, H. B., Memon, S. A., & Chandio, I. (2023). Analysis of infectious communicable and non-communicable diseases in Pakistan: A systematic review. *Journal of Population Therapeutics and Clinical Pharmacology*, 30(18), 2207-2217.

Buriro, S. A., Channar, H. B., Bhutto, Z., Nohri, M. U. H., Rubina, Laghari T. A., & Ahmed, A. (2024). Exploring Barriers To Healthcare Access In Rural Hyderabad. *Migration Letters*, 21(S5), 2227-2237.

Buriro, S. A., Nazly, A., Hashmi, F. P., Alexander, Y., Robinson, A. A., & Parveen, M. (2024). Exploring The Lifestyle Factors And Diabetes Management Approaches Among Women. *Migration Letters*, 21(S10), 475-487.

Buriro, S. A., Chandio, I., & Memon, S. A. (2024). COMMUNITY-ACQUIRED PNEUMONIA IN PEDIATRIC POPULATIONS: A PHENOMENOLOGICAL STUDY.

Buriro, S. A., Memon, S. A., Iqbal, Z., Chandio, I., Channar, H. B., & Thebo, D. S. (2023). Analysis of anxiety, depression and perceived stress in women with polycystic ovary syndrome (PCOS). *Journal of Population Therapeutics and Clinical Pharmacology*, 30(19), 381-390.

Bachelor of Midwifery students in public universities and colleges in Harar and Dire Dawa cities, Ethiopia. *European Journal of Midwifery*, 3. Article 10

Cestari, V., Barbosa, I., Florêncio, R., Pessoa, V., & Moreira, T. (2021). Stress among nursing students: A study on sociodemographic and academic vulnerabilities. *Brazilian Journal of Nursing*, 74(2), e20200262. <https://doi.org/10.1590/0034-7167-2020-0262>

Fernandes Pereira, F. G., Nunes Caldini, L., Di Ciero Miranda, M., & Áfio Caetano, J. (2014). Assessment of stress in the inclusion of nursing students in hospital practice. *Investigation and Education in Nursing*, 32(3), 430-437.

Gibbons, C. (2010). Stress, coping and burn-out in nursing students. *International journal of nursing studies*, 47(10), 1299-1309.

Grobecker, P. A. (2016). A sense of belonging and perceived stress among baccalaureate nursing students in clinical placements. *Nurse education today*, 36, 178-183.



Helminen, K., Tossavainen, K., & Turunen, H. (2014). Assessing clinical practice of studentnurses: Views of teachers, mentors and students. *Nurse Education Today*, 34(8), 1161-1166.

Jamie, A. H., & Mohammed, A. A. (2019). Satisfaction with simulation-based education among

Jonsén, E., Melender, H. L., & Hilli, Y. (2013). Finnish and Swedish nursing students' experiences of their first clinical practice placement—A qualitative study. *Nurse Education Today*, 33(3), 297-302.

Kumar, P. Pathania, S. Aarti, Isha. Manisha, Bhardwaj M and Sharma M. (2020). Academic

K. (2017). A literature review on stress and coping strategies in nursing students. *Journal of Mental Health*, 26(5), 471-480.

Labrague, L. J., McEnroe-Petitte, D. M., Papathanasiou, I. V., Edet, O. B., Tsaras, K., Leocadio, .

Labrague, L. J., McEnroe-Petitte, D. M., De Los Santos, J. A. A., & Edet, O. B. (2018). Examining stress perceptions and coping strategies among Saudi nursing students: A systematic review. *Nurse education today*, 65, 192-200.

Labrague, L. J., McEnroe-Petitte, D. M., Gloe, D., Thomas, L., Papathanasiou, I. V., & Tsaras, López Rodríguez, I., Morales Ruiz, L., & Simón Gómez, Á. (2013). Stress perception in nursingstudents facing their clinical practices. *Enfermeria Global*, (31), 244.

Lloyd-Penza, M., Rose, A., & Roach, A. (2019). Using feedback to improve clinical education ofnursing students in an academic-practice partnership. *Teaching and Learning in Nursing*, 14(2), 125-127

M. C., ... & Velacaria, P. I. T. (2018). Stress and coping strategies among nursing students: an international study. *Journal of Mental Health*, 27(5), 402-408.

Mohamed, B. M., & Ahmed, E. S. (2012). Perception of nursing students towards clinical stressors in the faculty of applied medical sciences-Al Jouf University-Saudia Arabia. *J Am Sci*, 8(12), 608-17.

Mota, N., Alves, E., Leite, G., Sousa, B., Ferreira Filha, M., & Dias, M. (2016). Estresse entre graduandos de enfermagem de uma universidade pública. SMAD. *Revista Eletrônica Saúde Mental Álcool E Drogas (Edição Em Português)*, 12(3), 163. doi: 10.11606/issn.1806-6976.v12i3p163-170

ÖNER ALTIOK, ÜSTÜN.(2013) The Stress Sources of Nursing Students. *Educational Sciences: Theory & Practice* - 13(2) 760-766Oxfordlearnersdictionaries.com.

2021. Stress\_1 noun - Definition, pictures, pronunciation andusage notes | Oxford Advanced Learner's Dictionary at OxfordLearnersDictionary.com. [online] Available at: <[https://www.oxfordlearnersdictionaries.com/definition/english/stress\\_1](https://www.oxfordlearnersdictionaries.com/definition/english/stress_1)> [Accessed 9 July 2021]

Parveen, A., & Inayat, S. (2017). Evaluation of factors of stress among nursing students. *AdvPractice Nurse* 2(2), 136.

PULIDO-MARTOS M., AUGUSTO-LANDA J.M. & LOPEZZAFRA E. (2012) Sources of stress in nursing students: a systematic review of quantitative studies. *International Nursing Review* 59, (15-25)

Rafati, F., Rafati, S., & Khoshnood, Z. (2021). Perceived stress among Iranian nursing students in aclinical learning environment: a cross-sectional study. *Advances in Medical Education and Practice*, 485-491.

Reeve, K. L., Shumaker, C. J., Yearwood, E. L., Crowell, N. A., & Riley, J. B. (2013). Perceived stress and social support in undergraduate nursing students' Stress among Nursing Students. *Nursing Health Care International*: 4(4).

educational experiences. *Nurse education today*, 33(4), 419-424.



Samson-Akpan, P. E., John, M. E., Edet, O. B., & Ella, R. E. (2017). Stress and coping strategies among undergraduate nursing students in Calabar, Nigeria. *IOSR Journal of Nursing and Health Science*, 6(03), 61-70.

Sharma, N., & Kaur, A. (2011). Factors Associated With Stress Among Nursing Students. *Nursing And Midwifery Research Journal*, doi: 10.33698/nrf0119

Shaban, I. A., Khater, W. A., & Akhu-Zaheya, L. M. (2012). Undergraduate nursing students' stress sources and coping behaviours during their initial period of clinical training: A Jordanian perspective. *Nurse education in practice*, 12(4), 204-209.

Sharma, N., & Kaur, A. (2011). Factors associated with stress among nursing students. *Nursing and Midwifery Research Journal*, 7(1), 12-21.

Translation, T. Ü. RK C. E. (2017). Perceived clinical stress level, stress responses and coping behaviors of nursing students. *Journal of Psychiatric Nursing*, 8 (1), 32-39.

Wojtowicz, B., Hagen, B., & Van Daalen-Smith, C. (2014). No place to turn: Nursing students' experiences of moral distress in mental health settings. *International Journal of Mental Health Nursing*, 23(3), 257-264

Yasmin, S., Hussain, M., Parveen, K., & Gilani, S. A. (2018). Coping strategies of nursing student against academic and clinical stress at public sector Lahore. *International Journal of Social Sciences and Management*, 5(3), 209-218.

Zyga, S. (2013). Stress in nursing students. *International Journal of Caring Sciences*, 6(1), 1-2.

