

Stress And Coping Style Among The Beginning Academic Nursing Students

Thesis

Submitted in partial fulfillment of the
Doctorate of Nursing Science

By

Soad Mahmoud Mohamed

*Assist. Lect. of Medical Surgical Nursing
H.I.N., Ain Shams University*

Under Supervision of

Prof. Dr. Zeinab Abdel Hamid Loutfi

*Prof. of Psychiatric Nursing and
Director of the High Institute of Nursing,
Ain Shams University*

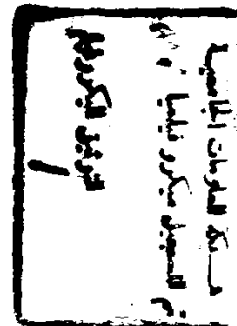
Prof. Dr. Soheir Abdel Hamed Mekhemar

*Prof. & Head of Community Health Nursing
and Environmental Health Department,
Ain Shams University*

Dr. Mahassen Ibrahim Abdel Sattar

*Lect. of Medical Surgical Nursing
High Institute of Nursing
Ain Shams University*

**Ain Shams University
High Institute of Nursing
1999**



بسم الله الرحمن الرحيم
وقالوا الحمد لله الذي
هدانا لهذا وما كنا
لنهتدى لولا أن هدانا الله
صدق الله العظيم
سورة الأعراف
الآية / ٤٣



Acknowledgement

*First and foremost, thanks and praise ALLAH,
Most gracious, Most Merciful.*

I would like to express my deep thanks and extreme gratitude to Prof. Dr. Zeinab Abdel Hamid Loutfi, Prof. Prof. of Psychiatric Nursing and Director of the High Institute of Nursing, Ain Shams University, for her constant encouragement, kind help and valuable advice throughout the work.

I am grateful expressing my sincere appreciation to Prof. Dr. Soheir Abdel Halym Mekhemar, Prof. and Head of Community Health Nursing and Environmental, Health Department, Ain Shams University, for her generous encouragement, meticulous continuous supervision and kind help through this work.

I wish to express my deep gratitude and appreciation to Dr. Mahassen Ibrahim Abdel Sattar, Lecturer of Medical Surgical Nursing, High Institute of Nursing, Ain Shams University, for her great effort, continuous unlimited help, support and valuable advice throughout out the work.

Also, my thanks to Dr. Aziza Ahmed Attia, Lecturer of Obstetric and Gynecology Nursing, for her helpful in the statistical analysis.

Finally, to express my deep gratitude and appreciation to My Family.



CONTENTS

	Page
Introduction	1
Aim of the work.....	5
Review of Literature.....	6
Definitions	6
Physiology of stress	7
Models of stress	11
Response to stress	13
Indicators of stress	20
Factors influencing stress response	25
Sources of stress	27
Stress appraisal.....	29
Appraisal factors related to the person.....	31
Effects of stress.....	32
Stressors	35
Adaptation	38
Coping	42
Impact of stress on the students	50
Education.....	56
Basic learning principles.....	56
Basic teaching principles	59
Clinical learning cycle	60
Clinical teaching.....	63
Critical incident report.....	69
Group interaction	71
Subjects and Methods.....	77
Results	89
Discussion.....	160
Conclusion and recommendations.....	179
Summary	189
References	195
Appendices	---
Arabic Summary.....	---

LIST OF TABLES

<u>Tab. No.</u>	<u>Title</u>	<u>Page</u>
1.	Number and percent distribution of the students according to their demographic data.....	91
2.	Number and percent distribution of circumstances of joining with H.I.N.	96
3.	Number and percent distribution of the factors leading to hesitation of the students and their parents.....	99
4.	Number and percent distribution of students according to their knowledge about the nursing work opportunities	101
5.	Number and percent distribution of the students according to their knowledge about the nursing profession	102
6.	Ranking of the nursing profession regarding other professions from the student's point of view	103
7.	Number and percent distribution of the student's point of view according to the roles of the mass media.....	105
8.	Number and percent distribution of the student's point of view according to the roles of the syndicate.....	107

9. Number and percent distribution of the students according to their personal inventory	110
10. Number and percent distribution of the students according to their personal profile.....	112
11. Number and percent distribution of the students according to their anxiety level immediately after admission to H.I.N.	114
12. Mean distribution representing different subcategories of the students clinical stressors level (in hospital).....	115
13. Stressors related to the clinical setting	117
14. Stressors related to the evaluation process.....	118
15. Stressors related to different types of patients	119
16. Frequency and mean values of stressful events representing different categories of stress	121
17. Number and percent distribution of the students according to their reactions during the group interaction	123
18. Number and percent distribution of the students according to their behaviours during the group interaction	124

19. Number and percent distribution of the students according to their stressors.....	125
20. Number and percent distribution of the students according to their coping styles	126
21. Relation between the student's family numbers and their housing areas	129
22. Relation between the student's family numbers and the family income.....	130
23. Relation between occupations of the student's family and their income.....	131
24. Relation between the student's acceptance to H.I.N. and their family income	132
25. Relation between the student's levels of acceptance to H.I.N. and the educational levels of their fathers	134
26. Relation between level of acceptance of the students to H.I.N., and acceptance of the profession.....	135
27. Relation between level of acceptance of the students to H.I.N., and advantages of the work in the field of nursing	136
28. Relation between reasons for hesitation of the students and level of acceptance to H.I.N.....	137

29. Relation between the student's anxiety level and their personal inventory.....	139
30. Relation between the student's anxiety level and their personal profile	140
31. Relation between the student's personal relations and the stressful events (interpersonal relationship).....	143
32. Relation between the student's emotional stability and the stressful events (feeling helpless)	144
33. Relation between reasons for hesitation of the students and the stressful events (demeaning experiences).....	145
34. Relation between the student's cautiousness and their coping styles	148
35. Relation between the student's original thinking and their coping styles	149
36. Relation between the student's personal relations and their coping styles	150
37. Relation between the student's vigor and their coping styles	151
38. Relation between the student's ascendancy and their coping styles	154
39. Relation between the student's responsibility and their coping styles	155

40. Relation between the student's emotional stability and their coping styles	156
41. Relation between the student's sociability and their coping styles	157
42. Correlation between the student's anxiety level and the clinical stressors	158
43. Correlation between the student's coping style and the clinical stressors	159

LIST OF FIGURES

<u>Fig.. No.</u>	<u>Title</u>	<u>Page</u>
Related to the review of literature		
1.	Stress response pathway	8
2.	Clinical learning cycle.....	61
Related to the results		
1.	Student's age	92
2.	Reasons for joining with H.I.N.....	97
3.	Levels of acceptance on high institute of nursing.....	98
4.	Reasons of hesitation of the students and their parents	100
5.	Ranking of the nursing profession.....	104
6.	Distribution of the student's point of view according to the roles of the mass media.....	106
7.	Distribution of the students according to their personal inventory	111
8.	Distribution of the students according to their personal profile.....	113
9.	Level of the student's clinical stressors (in hospital)	116
10.	Stressful events representing different categories of stress	122

11. Relation between student's acceptance to high institute of nursing and their family income	133
--	-----

Introduction

INTRODUCTION

Stress is one of the most important concept in nursing. Every beginning academic nursing student experiences forms of stress throughout daily life, and found more affected by the stressful events occur in her/ course of clinical practice. These stressors can be a motivating force, however, if, it progresses beyond the normal level it can become negative and anxiety provoking. Too much stress can result in poor judgement, physical illness and inability to cope. This is because of the effect of stress on physical, developmental, emotional, intellectual, social and spiritual dimensions of an individual (*Potter and Perry, 1999 and Heath, 1995*).

Students at all levels talk of the stress of school. Also stress provides a way of understanding the person as a unified being who respond in totality (mind, body and spirit) to a variety of changes that take place in daily life (*Kozier et al., 1995*).

Psychologists view stress from the perspective of the interaction of individuals and groups with the environment, describing the effects of stress on cognition, emotional well-being, and behavior (*Alexander et al., 1994*). While psychological stress in