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Resilience in nursing students: Effect of academic stress and social support

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A professional nurse is expected to have high psychological resilience and the ability to manage stressful situations. Nursing students can be equipped with these qualities by means of learning processes and learning experiences. Academic stress and social support have an importance place in preservation and development of resilience of nursing students. This study is planned to determine psychological resilience, academic stress and social support levels of nursing students and the relationship between them. Population of the study, which was conducted as a descriptive and correlational research, included 1202 students who study in the academic year of 2015-2016 at a Faculty of Nursing of a Istanbul-based university, while the sample of study included 322 students who were selected using the sample size formula with known population. Written permission and ethics committee approval were obtained from the faculty where the research data are collected. The data were collected using the Structured Questionnaire, Psychological Resilience Scale for Adults, Nursing Education Stress Scale, and Multidimensional Scale of Perceived Social Support. The data were analyzed using the frequency, percentage, minimum, maximum, mean, standard deviation and student t tests, ANOVA test, Tukey HSD and Pearson Correlation Analysis in the SPSS Statistics 22. It was found that 76.7% of students are female, 23.3% are male, average age is 20.65 ± 1.65 (Min: 18-Max: 33), 32.6% are sophomore students, average success is 2.70 ± 0.41 (in 4 point grading system), 48.8% live with their families, 38.8% have 2 siblings, 88.5% do not work at any job, 74.8% make their own living, and 86% have health insurance. Average scores of the students in the Psychological Resilience Scale for Adults were found as follows: 3.61 ± 0.76 for the Structured Style, 3.79 ± 0.85 for the Perception of Future, 3.77 ± 0.77 for the Family Cohesion, 3.71 ± 0.69 for the Perception of Self, 3.69 ± 0.71 for the Social Competence, and 4.01 ± 0.67 for the Social Resources. It was determined that average total score of the Nursing Education Stress Scale is 63.84 ± 16.83; when it comes to its sub-dimensions, it was found 32.17 ± 8.81 for the Practice Stress and 31.66 ± 8.86 for the Academic Stress. It was observed that average total score of the Multidimensional Scale of Perceived Social Support is 65.16 ± 14.08; when it comes to its sub-dimensions, it was found 22.84 ± 5.22 for the Family, 22.78 ± 5.16 for the Friend, and 19.54 ± 8.01 for Someone Special. In nursing students, no statistically significant correlation was found between the average scores of Psychological Resilience Scale for Adults and Nursing Education Stress Scale and their sub-dimensions ($p>0.05$). A statistically significant correlation was found between the scores of all sub-dimensions of Psychological Resilience Scale for Adults and the Family sub-dimension of Multidimensional Scale of Perceived Social Support ($p<0.05$). In the score of Friend sub-dimension of Multidimensional Scale of Perceived Social Support, a significant correlation was found between the scores of Perception of Future, Family Cohesion, Perception of Self, Social Competence and Social Resources sub-dimensions of the Psychological Resilience Scale for Adults ($p<0.05$). In the Someone Special sub-dimension of the Multidimensional Scale of Perceived Social Support, a significant correlation was found between the scores of Perception of Future and Social Resources sub-dimensions ($p<0.05$). No statistically significant correlation was found between the total scores and sub-dimensions of Multidimensional Scale of Perceived Social Support and total scores of Practice Stress and Academic Stress sub-dimensions and Nursing Education Stress Scale ($p>0.05$). It was found that average scores of women for the sub-dimensions of Psychological Resilience Scale for Adults are higher than that of men at a statistically significant level ($p<0.05$). It was determined that average scores of sophomore students in the Social Resources and Family Cohesion sub-dimensions of Psychological Resilience Scale for Adults are higher than that of students in other classes and this difference is statistically significant ($p<0.05$). It was also found that psychological resilience, academic stress and social support levels of nursing students are at a moderate level. It is concluded that individual characteristics of students (gender, class, etc.) affect their psychological resilience. Accordingly, it is recommended that social support systems be increased to increase psychological resilience levels.

Biography

Aysel Özsaban is studying PhD programme in Fundamentals of Nursing Department at Istanbul University Florence Nightingale Nursing Faculty. She is working at the same department as research assisstant. She worked as nurse at intensive care unit three years. She interests nursing philosophy, nursing education and intensive care nursing. She is member of Turkish Nurses Society, and Turkish Neurosurgical Nurses Society

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