

Title:

The Impact of Stress on the Quality of Life of Greek and Filipino Nursing Students

Denise M. McEnroe-Petitte, PhD

Nursing, Kent State University Tuscarawas, New Philadelphia, OH, USA

Session Title:

Clinical Posters Session 1

Keywords:

nursing students, quality of life and stress

References:

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

Chu, Y., Xu, M., & Li, X. (2015). Psychometric properties of an instrument to measure nursing students' quality of life. *Nurse Education Today*, 35(7), e1-e5.

Khater, W., Akhu-Zaheya, L. & Shaban, I. (2014) Sources of Stress and Coping Behaviours in Clinical Practice among Baccalaureate Nursing Students. *International Journal of Humanities and Social Science*, 4(6), 194–202.

Abstract Summary:

Stress during nursing education is common and existing evidence shows that repeated exposure to high levels of stress has adverse effects on the physiological and psychological well-being of nursing students. However, no studies have been located examining the impact of stress on nursing students social and functional well-being.

Learning Activity:

LEARNING OBJECTIVES	EXPANDED CONTENT OUTLINE
The learner will be able to identify levels of stress and types of stressors perceived by nursing students.	Identification of levels of stress and types of stressors in nursing students such as heavy workloads, assignments, interactions with nursing faculty and other nursing students and clinical experiences..
The learner will be able to discuss the quality of life of nursing students.	Discuss the quality of life of nursing students in relation to their life styles, living arrangements, employment, health status to name a few.
The learner will be able to discuss how perceived stress affects the quality of life of the nursing students.	Discuss perceived stress and how it affects the quality of life in nursing students.

Abstract Text:

Background

Stress during nursing education is common and existing evidence shows that repeated exposure to high levels of stress has adverse effects on the physiological and psychological well-being of the nursing students. However, no studies have been located examining the impact of stress on nursing students' social and functional well-being.

Aim

The aims of this study were to answer the following research questions: (1) what is the level of stress and types of stressors perceived by Greek and Filipino nursing students? (2) what is the quality of life of the nursing students?, and (3) does perceived stress affect the quality of life of nursing students?

Methods

This was a cross – sectional study utilizing convenience samples of 315 nursing students from two countries (Greece and the Philippines) during the months of October 2015 to June 2016. Two standardized instruments were used to collect data: the Perceived Stress Scale (PSS) and the Quality of Life Evaluation Skill (QOLES).

Results

Nursing students experienced moderate levels of stress ($m = 2.03$, $SD = 0.63$) mainly from “stress from assignment and workload” ($m = 2.38$, $SD = 0.801$) and “stress from clinical environment” ($m = 2.05$, $SD = 0.72$). The “social” (3.22 ± 0.87) and the “psychological” dimensions (3.14 ± 0.59) in the QoL were rated high by the students. Furthermore, stress experiences in nursing students had no influence in their quality of life ($p=0.392$).

Conclusion

This study showed that nursing students are consistently exposed to high levels of stress mainly from assignments, heavy workloads, and the clinical environment. However, this stress experience in nursing students had no influence on their quality of life. Although, it has no impact on their QoL, stressful experiences during nursing education may still have adverse effects on the workforce as this may eventually prevent prospective nurses from joining into the nursing profession. Thus, nurse academicians should identify and support nursing students' needs and should formulate effective interventions to effectively reduce stress in clinical education and further enhance their quality of life thus maximizing their clinical experience.