

Stress in Practical Teaching of Nursing Students at the National University Timor Lorosae

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ABSTRACT

Introduction: The most common stress experienced by students is academic stress. Academic stress is defined as an individual situation understood and experienced by the student when entering higher education, or excellent high-level academic training.

Objectives: To assess the levels of stress in practical teaching of students of the 3rd year of Nursing at the National University Timor Lorosa'e.

Methodology: a descriptive-analytical, cross-sectional study with a quantitative approach. The present study was carried out at the National University of TimorLorosae, in a sample of 83 nursing students from the 3rd year of 2021, of the degree in nursing. Data collection was carried out during the month of October 2021 and through self-response, a questionnaire was carried out with closed questions to explore more primary data.

Results: The total sample 97% are attending the 3rd year of the course and they have never failed and been admitted as approved. Mostly female (53%), with an average age of 22 years, in which it is intended to know the expression of the students' stress level throughout the course and its close relationship with gender and the degree year, it was possible to verify a test that nursing students experiencing stress during this period of professional competence development.

Conclusion: Practical nursing and academic teaching stress is defined as a condition or circumstance that causes an imbalance in individuals, as a result of the evaluation or appreciation and students' perceptions of academic stressors, related to their professional experience at universities in a context of learning.

Keywords

Nursing, Stress, Practical Teaching of students or students.

Introduction

Human civilization undergoes important changes in its way of interacting, initially in its own environment and then in distant situations and environments. Technological evolution has brought contributions to the development of man in his social, cultural

and biological context; however, it has also been accompanied by numerous problems, exposing him to physical and emotional fragility, mentions that stress is cited as one of the great evils to which he is subject man in today's society, being considered "a global epidemic or pandemic" that affects all people with these same environmental conditions by the World Health Organization (WHO, 2018) [1].

Academic stress is defined as an individual situation learned and experienced by the student when entering a higher education [2]. The training of Nursing students encompasses several pedagogical components, such as the theoretical aspect; theoretical-practical; and clinical teaching. Clinical teaching is the student's first impact with clinical practice, thus initiating their socialization process as a future professional, and as such is extremely important for their training and for their personal and professional development [3]. Nursing is a science that has its main focus on the individual's state of hemostasis, that is, on a state of balance. This fact has been reinforced by nursing theorists such as Florence Nightingale (1910), when these authors refer that being a nurse, or a nursing student, leads to high levels of weariness, both physical and emotional, in the face of two constant challenges [4,5]. According to the global definition of nurses where the importance of stress at the university level is fundamental cited by Carlos & Acácio, 2022.

The stated objective of nursing is to be able to place the client in the most favorable conditions of health. In addition, this objective is in accordance with the guidelines of nursing as a science, which focuses on meeting human needs, in an attempt to maintain the organism's hemostasis [6]. In this way, it is only possible to respond adequately to the needs of the other when the student or nurse is in a situation of balance and well-being. During professional practice, as a nursing teacher, it is possible to verify that students, throughout their performance in a practical context, present several signs and symptoms that reveal high levels of stress (tremors, tachycardia, headache, absences, trembling voice, among others). Nursing teachers must become a facilitator of the teaching-learning process and simultaneously support the student in his formative teaching process, with well-being and maximum productivity efficiency. An interactive and dynamic process of the experiential clinical teaching teacher, which authorizes and consents to the improvement and continuity of basic nursing care in deepening the quality of health mentioned by Carlos [7]. Thus, the following question emerged: What is the level of stress in Practical Teaching of nursing students at the National University of Timor Lorosa'e (UNTL). To answer this question, we defined general and specific objectives or goals.

Objective

Main Goal

Evaluate or assess the stress levels in practical nursing teaching of students of the 3rd year at the National University of Timor Lorosa'e.

Specific goals are:

1. Identify the incidence of stress in practical teaching of nursing students in the 3rd year of the licensed nursing course.
2. Determine the factors that influence stress levels in 3rd year nursing students.
3. Define stress adaptation strategies in practical teaching for nursing students.

Theoretical Framework

Stress are three approaches that we have to explore in academic

scientific knowledge to know and reflect on each role with regard to health science in global [8-10]:

- Theoretical approaches for the disciplines of physiology, sociology and psychology that have defined stress in nursing research on a theoretical basis. The physiological approach that defines stress as one of the non-specific responses of the organism to each need, regardless of its application of nature cited by Carlos & Acácio.
- Approach to psychology that defines stress as an incentive stimulus that is outside the individual and that causes one of any refutation, is seen as a predisposing or precipitating factor that increases the sensitivity of each person or individual to the disease caused by psychological thinking of reality.
- Academic approach is defined as a condition or circumstance, which causes individuals to unbalance stress, as a result of the assessment of knowledge and students' perceptions of academic stresses, related or listed with their experimentation in universities or academic training institutes in a context of science and learning and ideal practice stage in the field of work or study cited by Carlos & Acácio [11].

Naturally, a stress can occur in any situation, because there is a change in work or activity, whether in terms of responsibilities, decision-making, interpersonal relationships. Everyone and an individual can experience stress, both long-term and short-term. The nursing course, and in particular clinical teaching, implies experiences that require the student to have high levels of concentration, science and performance, these can be experienced as moments of great absorption and overload, given the student's level of composition and resources. In the long way of the study [3,4,10]. Stresses are experienced by a person who generates with another knowledge and concept that of stressors. These factors can be stressors in terms of internal and external implementation.

Practical Teaching in Nursing allows students to contact and learn the truth about providing care and strengthen and develop their knowledge and skills in a logic of articulation between hypothesis and experience. They have different duration and objectives, spread over the four years of the degree in Nursing, with progressive complexity and responsibility. In practical nursing education, the student compares himself directly with the individuality of each user, family, community and work context, integrating as an opportunity to appropriate and develop personal, social and professional skills that enable him to make decisions, solve problems and act in accordance with the basic principles and values of the nursing profession [5,12]. In summary, it is intended that, through practical nursing teaching, students learn to care and for this to occur, it is equally important to care for the person who is the student, in the passage of the entire constitutive process.

Research Methodology

In this study are descriptive studies, we seek to study the distribution of stresses in a delimited location, carrying out the formulation of hypotheses. Obtaining the data will be done for a study, it can be done in two ways, through primary and secondary sources, whose information is collected at a given time specifically

and from a database or data record, respectively, in order to conquer the intended information, in the study carried out to scan the data exploration [13]. Analytical studies, elucidation of stresses determinants and testing of new results and hypotheses formulated from descriptive studies are carried out. "moment", therefore, there is no time for monitoring the individuals. To carry out an oblique observation, the researcher must, first, define the question to answer, second, then the definition of the population under study, third, a method of choosing the sample, and, finally, define the phenomena or event to be to study and the measurement methods of the useful or interesting variables of the study carried out this is the way of application.

The population is a collection of a certain group that has one or more characteristics in common, related to the research problem School of Nursing, Faculty of Medicine and Health Sciences, National University of Timor Lorosae, 2021. The sample is a subset of elements, from a certain broader group (population), which have the same characteristics [13,14]. The sample will consist of a group of nursing students from the 3rd year of 2021, UNTL (N=83), as they are students who have already developed their clinical teaching experiences throughout the nursing career course and continued in the development of study. The sample represents 36% of the population (n=83 students), of the total number of nursing students at UNTL there are 228 students. Data collection was carried out during October 2021 and through self-response, a questionnaire was carried out with closed questions to explore more primary data. Data analysis will be investigated and we will use the Excel program to work with quantitative data, scrutinizing descriptive statistics in their analysis. The results will be presented through a separate and commented throughout the text.

Presentation and Discussion of Results

Data collection was carried out during the month of October 2021, the response rate was 100% (83 3rd year students), meaning everything accepted in the research carried out (Acácio & Carlos, 2022).

Table 1: Distribution of School of Nursing students according to sex.

Sex	N	%
Male	39	47
Female	44	53
Total	83	100

In Table 1, the students in the sample are mostly female (53%) at the School of Nursing. Keeping a secular trend in Nursing, training nurses in greater numbers, being a profession exercised mostly by women, which may be due to their characteristics of caring very much associated with motherhood, although in recent years this difference between students has been reduced. nursing men and women who attend. In the results of a study developed by Costa Barroso, it can be seen that of the 268 students who answered the questionnaire, 79.5% were female, while only 20.5% of the respondents were male¹⁵. These results are in line with the national average for the nursing course, in which most students are female.

Table 2: Distribution of students according to place of residence.

Place of residence	N	%
With parents/family	51	61
RE Schedule	13	16
To Other	19	23
Total	83	100

The interpretation according to the place of residence, of the students who live with their parents or family, the majority of cases is a percentage (61%), following the item other places (13: 23%), determining that they resort to residence without institutions such as student residences, convents or other religious residences according to the results of the investigation. We confirm that students live in most cases with their parents or family.

Table 3: Students' opinion about perceived stress in practical periods.

No.	Questions	Means
1.	I feel my head confused	2
2.	I feel the accumulated anger	2
3.	I find it hard to concentrate	2
4.	I'm disappointed in my life	2
5.	When I wake up in the morning to study or go to class, my body feels tired	2
6.	I spend a lot of energy to follow the classes	2
7.	I'm desperate like my life	2
8.	My lead is desorganizes	1
9.	I'm not distracted, I'm unfocused to learn	2
10.	I lose patience during the teaching-learning process	3
11.	I feel overwhelmed	2
12.	I want to learn from others	3
13.	I want to hit someone else	1
14.	I have a heavy workload	2
15.	I am not able to control my behavior	2
16.	I'm confused about what I need to do to advance my college	2
17.	I get easily emotional when my problem is not resolved	2
18.	I feel stress during nursing classes	2
19.	I feel stress in the nursing experience, in clinical internship	2
20.	I feel stress in practical nursing classes	2
21.	I feel stressed with the environment of the nursing department	2
22.	I feel stressed about the environment on the nursing campus	2
23.	Overall Level of Perceived Stress	2

Thus, we present, in the following table, the average values or scores obtained in the referred scale (5 points, which oscillate between 0-Not at all and 4-Very much). Analyzing the data obtained from table 3, we can see that students are sometimes confused, and that sometimes they feel hydrophobic. They consider that they sometimes have difficulty concentrating or centralizing. They mentioned of spending a lot of energy to follow the classes, sometimes they are distracted or absorbed and often lack patience during classes, but almost all of them show a willingness to learn. Some consider or observe having a record schedule and do not feel future-oriented. More than half of the students report that nursing classes, whether theoretical or practical, and in a practical context, cause them stress in their study.

In this investigation we recognize that the students' perceived level of stress is average, with an average value of 2, on a scale of 0-4,

where zero is a low level of stress “If you have never experienced the sensation or condition” and 4 is a high level of stress “If you always have the feeling or the ideal condition of truth in nursing school”. The students showed that they sometimes have some fewer positive feelings in relation to the statements under study. No student mentioned level 4, in which he always felt the unpleasant sensation. With the highest average (3) comes up, I want to learn from others and I lose patience during the teaching-learning process. In addition, with a lower average (1) I want to hit someone else and my head is disorganized. These aspects demonstrate that students do not express attitudes of lack of control or aggressiveness and still show a willingness to learn, but they sometimes express their lack of availability for the learning process. Due to the stressful and exhausting situations, they experience, associated with high workloads, volume of information, adaptation to the new social environment and the impositions of nursing education.

The total sample is frequenting the 3rd year of the course, it is verified that 97% of the students never failed and it means that they were admitted approved. Regarding the course in the nursing course, the students showed a perceived stress throughout the practical periods with an average 2, on a 4-point scale, which gives an average level of perceived stress. According to some studies, we found that change and transition, in general, develop stressful and adverse experiences in the student with negative physical and psychological effects of less illness [11,12]. The average age of students is 22 years, if we consider that students had to complete secondary education and are enrolled in the 3rd year of the course, this average age is the expected age for the group's level of education. On the other hand, these students are young, provide care to situations of great vulnerability, and the dynamics of clinical teaching itself is consistent with a change in their identity dynamics.

The reality of clinical practices is clearly different from the experience of classes at school, supervision in particular, when the supervisor is reprimanded in front of third parties, working conditions due to the lack of knowledge or novelty of the role to be played and the individual skills requested, lack of skill in performing technical procedures, mostly for the first time, communication with the patient, family are some of the aspects that intimidate students and generate stress and connection with the research work to be carried out and others citing Carlos & Acácio, 2022 [15,16]. In the face of stress, any individual, to adapt, uses two types of paths, positive and negative, faces stress positively when exposed to aggressors, develops healthy mechanisms of biopsychosocial adaptation. Negative appropriation, or non-adaptation, is generated when it leads to the disease, due to negative adaptation to the stress agent; he said that in situations of difficulty in adapting, the student has problems with memory, concentration, cognitive, reasoning and critical thinking, which leads to less satisfactory performance [17].

There are different types of problem-centered coping mechanisms that relate to the confrontational cup; the coping mechanisms centered on emotions, which include self-control, avoidance-

avoidance and responsibility acceptance; and those centered on social interaction, which include support from classmates and friends from the same nursing group. On the other side, we found that students' anxiety is most often associated with uncertainties, fears, expectations and fears, at the same time as the first contact with the practice and patients/families, leads to feelings of incompetence, difficulty in integrating from theory to practice, in the context of ambiguity, the inability to apply knowledge to the real situations of patients in cases and also the permanent evaluation, lead to high levels of stress and dissatisfaction with the event. The support of teachers, counselors and health professionals can minimize this negative impact and lead each student's experience of success and well-being on the way to improving the emotional process. The clinical learning process is run by each health education program autonomously and will provide the best benefit to produce qualified health graduates, especially in this case of a nursing degree.

The same thing, clinical study not only provides an opportunity to apply theories, which were obtained on the previous campus, but also promotes responsibility and autonomy in the student. In addition, clinical learning also provides opportunities for students to develop their talent and critical thinking skills in the reality of health science. Students in clinical practice are expected to strengthen their skills and become more active and ready to respond to any action. During clinical practice, students can experiment and use the concepts and those they apply in practice, to solve problems and develop new forms of clinical treatment of acquired competences of the students.

This study on the stress, in clinical teaching, of nursing degree students in an attempt to understand and understand the impact that this variable has on physical, psychological and cognitive behavioral well-being and on their academic success. A stress response can trigger in the student or individual in the biological, cognitive-emotional and negative behavioral changes, more or less profound, which depending on their intensity and personal control that impair their development of the life activities of each individual in general science and special in nursing health in the national and international context that distinguishes itself in the professional competence cited by Carlos & Acácio, 2022.

Conclusions

A brief summary of the main conclusions obtained in this study, the implications for the intervention and the limitations of this investigation is presented. We must reflect and recognize the limits of time and patience of the nursing student under study. In a sample of 83 students, the majority is female (53%), with an average age of 22 years, which we want to know the expression of the students' perceived stress level throughout the course and its relationship with the practical classes and clinical teaching, it was possible to verify that nursing students will be experiencing stress, during this period of competence development in practical classes and contemplative teaching, students overall perceive a medium level of stress, revealing that sometimes they have feelings not as positive as expected in the experience of certain events, associated

with practical teaching in classes that were applied at school, this is regrets. Thus, we managed to optimize the maximum of the expected and achieved results, with the minimum dissipation for the student, transform or modify the balance of each experience in very significant gains, for you as a person and for you as a future health nursing professional.

However, we emphasize by specific objective of proposed, the following conclusions defined in this study:

- a. Identify the incidence of stress in clinical teaching of nursing students according to the results obtained from the students, sometimes they are mixed, and sometimes they also feel hydrophobic; sometimes students find that they have difficulty concentrating; although they refer, spend a lot of energy to follow the classes; sometimes they are distracted and often have no patience during classes, but almost all of them show a willingness to learn. More than half of the sample mentions that nursing classes, whether theoretical or practical, and in a clinical context, cause them an average level of stress.
- b. To determine the factors that influence the levels of stress in nursing students, with this study, we evidenced the low resistance to frustration, a characteristic of the individual who gets bored easily. The perception of constant threats, in which there are people who feel intimidated, generating attitudes of retreat and withdrawal. Sometimes, students exhibit distressing behavior, linked to a constant sense of danger.
- c. Define stress adaptation strategies in clinical teaching for nursing students. This study presents evident results that the surveyed students chose to use coping strategies to solve the problem of overcoming the stress they feel, so it is important to support them in these strategies and guide them to minimize the impact of stress on practical experiences.

Student productivity and effectiveness in clinical teaching and nursing students' practical classes are influenced by the effectiveness of strategies to deal with and reduce stress. This work suggests the development of a set of stress management strategies in practical teaching, which we plan to, implement in the UNTL Nursing Licentiate Course. It is up to the teachers to encourage sharing among students, group work, with reflection and discussion of cases and incidents. It is important to create a training course for guiding nurses, to standardize assessment criteria and strategies. This investigation sought to highlight the importance of reinforcing the socialization process in the nursing course and indirectly favoring student learning and emotional well-being, which enhance their self-esteem and reinforce their personal skills, reducing anxiety and stress. Associated with moments of greater tension and responsibility in clinical practices.

The limitations of this research are the use and understanding of the Portuguese language, because the language skills of the author of this study are very poor, making it difficult to express and develop ideas. On the other hand, the limitation in research experiences and the limitation in knowledge in the area of research methodology and use of software to analyze the data. The lack of material and financial resources, as well as the lack of time to

carry out research, are another of the limitations, which can make it difficult to explore the subjects and express the research and the respective conclusions acquired. The main recommendations are:

- a. Carrying out other, broader studies, to provide the opportunity to continue research on stress in practical teaching of nursing students at the National University of Timor Lorosac.
- b. In the institution of UNTL, it is important to create conditions for the legality and accreditation process, infrastructure conditions, equipment and support facilities for students and researchers to develop skills in the area of investigation and training in simulated practice, by solving scenarios/cases of clinical trials.
- c. For ESSCVP, as a partner of UNTL to support the development of research by teachers, it is important to continue cooperation to maintain sustainability and continuity of Master's Courses in Nursing and Midwifery in Timor-Leste.

In the future, it is important to support the implementation of the strategies suggested with this work. The implementation of the suggested strategies involves organizing meetings with teachers and supervisors to define a work plan to support students. It is also essential to understand the support and stress that teachers themselves perceive throughout their practices and what support they need to better accompany students, which presupposes other studies in this scope and with another population or object of implementation.

On a personal level, we would like to develop other studies in the field of nursing, specifically in the model of good practice to be developed and created for a new specialization in nursing or a master's and doctoral degree with the evolution of science and technology in the area or in a complementary area and at the level International.

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