Perceived Level of Stress, & Coping Strategies among Saudi Nursing Student

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Abstract: *The present study aimed at assessing the stress level& determine the coping strategies among the nursing students at umm al qura university .The study design was descriptive, cross- sectional. The study was conducted at the beginning of second semester inthe academic year 2015/2016. The sample consisted of three tools for data collection: which included a socio-demographicprofile sheet, two scales; Perceived Stress Scale-14(PSS 14) to assess stress level , and The Brief Coping Orientation for Problem Experiences (Brief COPE) to assess The Students' coping strategies. Results revealed have that the percentage of stress level was moderate in students. Adaptive stress-coping strategies were more frequently used among a sample of nursing student at umm al Qura university in Saudi Arabia . The study recommended **that** It is important for nurse educator to find out the sources of stress and coping strategies used by the students so that they can be helped to cope well with upcoming problems and situations.*
Key words: *Stress, Coping Strategies, stressors (socio-demographic) &Nursing Saudi Students.*

I. Introduction

Stress refers to a dynamic interaction between the individual and the environment [1].This interaction may lead to cognitive, emotional and behavioral alteration [2].nursing students also have stress related to their educational studies and personal/social experience [3].Common sources of stress in nursing students basically include: a) academic-related concerns such as workload, lack of knowledge, examination, teaching style; b) clinical practice for example, lack of competence, taking care of death and dying, shifting, supervision, assessment; c) relationships with others (clients, peers, teachers or other health professionals) [4]; and d) personal factors such as gender, age, new surroundings away from home, family structure, financial burdens and job roles [3];[5] ; [6]. Students may experience stress in different fields, therefore; the insufficiency of theoretical training, lack of skills in clinical practices, to take the responsibility of the patient, time pressure, lack of motivation and accommodation, social life, relationship with the opposite sex, new responsibilities, living in a new environment may be perceived as stress [7,8,9,10,11,12,13]. Sources of stress also vary in accordance with the students' years. It has been stated that third year students' level of stress is higher[14], and the senior year students' depression mark averages are higher[15].

Aim of study:
The aim of my study to assess the perceived stress level & coping strategies among nursing students at Umm Al Qura University.

Objectives:
✓ To assess the stress level among the nursing students at umm al Qura University.
✓ To determine the coping strategies that the nursing student can be applied to decrease the stressors.

II. Methods:

1.1. Study design :
The study was a descriptive, cross- sectional design was using a self administrated questionnaires for data collection .

1.2. Setting & Sampling:
The study took place at nursing faculty in umm al qua university. All students study in nursing program was recruited to minimize the sampling errors. The total number of nursing students was 107 excluding 10 students who participated in the instrument test – retest reliability study, there were 97 students participates in main study.

1.3. Ethical consideration:
Approval was obtain from the research ethics committee of the study setting before conducting the study. Permission for using the questionnaires was granted by original responding author .All participates were assured for anonymity & confidentiality.

1.4. Measurements/ instruments:

Data collection instrument included the demographic profile, The Brief COPE, &The Perceived Stress Scale (PSS). The Brief COPE**: it** is a 28-item self-administered inventory containing 14 subscales of two items each that aims to assess how individuals cope with stress in daily life. The 14 subscales include: active coping, planning, positive reframing, acceptance, humor, religion, using emotional support, using instrumental support, self-distraction, denial, venting, substance use, behavioral disengagement, and self-blame. Each item asked participants to rate on a 4-point Likert scale ranging from 1*(I don't do this at all)* to 4*(I do this a lot)*. Since, there are two groups coping style, the current study, adaptive and maladaptive coping styles are used. Adaptive coping include active coping, planning, positive reframing, acceptance, humor, religion, using emotional support, and using instrumental support. While maladaptive coping consists of self-distraction, denial, venting, substance use, behavioral disengagement, and self-blame [16].Scale are computed as follows (with no reversals of coding): active coping (items 2&7) , planning (items 14&25), positive reframing(items 12&17), acceptance(items 20&24), humor(items 18&28), religion(items 22&27), using emotional support (items 5&15),self-distraction (items 1 &19) , denial(items 3&8) , venting(items 9&21), substance use(items 4&11), behavioral disengagement(items 6&16), self-blame(items 13&26) and using instrumental support(items 10&23) [17] .
Brief COPE Scale (Arabic, Malay& English Version) confirms fairly good reliability and validity.[18,19&20]

The Perceived Stress Scale : It includes ten Items which were designed to tap how unpredictable, uncontrollable, and overloaded respondents find their lives.Responses were assessed on a 5 point scale, with '1' = 'never' and '5' = 'very often'.(Most of time/ Very Often) 5 degrees, (Often/ Fairly Often) 4 degrees, (Sometimes) 3 degrees, (Hardly/ Almost Never) two degrees, (Never) one degree. The scale also includes a number of direct queries about current levels of experienced stress. Scale scores are obtained by reversing responses (e.g., 0 = 4, 1 = 3, 2 = 2, 3 = 1 & 4 = 0) to the four positively stated items (items 4, 5, 7, & 8) and then summing across all scale items. Individual scores on PSS can range from 0 to 40with higher scores indicating higher perceived stress [21,22,&23].**The score** rang from" 0-13" indicate low stress, from "14-26" moderate stress and from "27-40" high perceived stress [24]. The Arabic version Perceived Stress Scale reliability and validity were evaluated. The Cronbach's alpha coefficients were 0.74 (Factor 1), 0.77 (Factor 2) and 0.80 for the Arabic version Perceived Stress Scale overall. The test-retest reliability had an intra-correlation coefficient of 0.90.[25]

1.5. Data collection /procedure :
Completion of the questionnaire was voluntary and would not affect the students' progress in the college . A face-to-face session was held with the students. Data was collected by guided self-administered questionnaire. The time taken by the students for filling in the questionnaire was around 15 minutes. The questionnaires were collected on the same day.

1.6. Data analysis:
The data will analyze using the Statistical Package for Social Sciences (SPSS) Version 19. Descriptive statistics was used to calculate means and frequencies of the respondents according to specific demographic profile variables. Proper statistical test **Correlation Coefficient**(chi square "Fisher's Exact Test")was used to estimate the statistical significant differences and to examine demographic variable on stress, &coping. P. value will considered significant at P. <0.05 or less. This statistics was used to test the hypothesis of relationship between paired variables.

III. Results
Table (1) Socio – demographic characteristics

Items	Variables	No.	%
Age	19-20	56	57.7
	21-22	34	35.1
	23-24	3	3.1
	>24	4	4.1
Variables	M	SD	Range
Age	1.54	.751	19-24
marriage status	single	89	91.8
	married	7	7.2
	divorce	1	1.0
No. Of children of the students	0child	93	95.9
	1child	2	2.1
	2 child	1	1.0
	3child	1	1.0
Year of study	second year	59	60.8
	third year	15	15.5
	fourth year	23	23.7
Living with family	yes	93	95.9

	no	**4**	**4.1**
Breadwinner for students	*father*	**70**	**72.2**
	mother	**8**	**8.2**
	brother	**3**	**3.1**
	husband	**5**	**5.2**
	other	**11**	**11.3**

### 1.7. Demographic characteristics of participations:
Through reviewing the results illustrated in the table above, shows the following:
I.   According to the age: the results illustrates that 57.7% from the total of the nursing students are 19-20 years old and they are the majority of the study sample. While 35.1 % from the total of the nursing students are 21-22 years old, also found that 3.1% from the total of the nursing students are 23-24 years old, and finally 4.1% from the total of the nursing study are above 24 years old .
II. According to marriage status : the results revealed that the majority from the total of the nursing students (91.8%) are single .While 7.2% are married & 1.0% are divorce.
III. According to the number Of children of the students : the results shows that 95.9% haven't children since 91.8% are single .While 2.1% have one children &1.0% have two or three children .
IV. According to Living with family: the results clarify that 95.9% of students living with family and they are the majority of the study sample.
V.   According to Breadwinner for students : the results revealed that the majority breadwinner for students 72.2% are father . while 11.3% are other institution, also found that 8.2% are mother ,5.2% are husband & 3.1% are brother .

1.8. Stress level Among Nursing Students:
Findings revealed that 75.3% from the total of nursing students had moderate stress. Whereas 19.6% are high stress, & 5.2% are low stress. Also the results illustrate that 87.0% of fourth year nursing student has moderate stress, whereas 73.3% of third year & 71.2% of the second year. Figure (1) illustrates this:

Figure (1) : Stress level Among Nursing Students
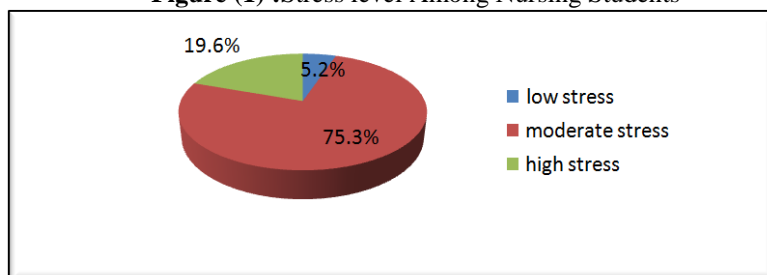
Table (2) Stress Level Based on Socio Demographic Changes n=96

Socio - demographic	Categories	Low stress No.(%)	Moderate stress No.(%)	High stress No.(%)	Fisher's Exact Test	*Chi* square *P- value*
Age	*19-20*	**5(8.9)**	**37(66.1)**	**14(25.0)**	**.287**	**.090**
	21-22	**0**	**29(85.3)**	**5(14.7)**		
	23-24	**0**	**3(100)**	**0**		
	>24	**0**	**4(100)**	**0**		
	Total	**5(5.2)**	**73(75.3)**	**19(19.6)**		
marriage status	*single*	**5(5.7)**	**65(73.9)**	**18(20.5)**	**1.000**	**.265**
	married	**0**	**6(85.7)**	**1(14.3)**		
	divorce	**0**	**1(100)**	**0**		
	Total	**5(5.2)**	**72(75.0)**	**19(19.8)**		
No. Of children of the students	*0child*	**5(5.4)**	**70(75.3)**	**18(19.4)**	**.515**	**.132**
	1child	**0**	**2(100)**	**0**		
	2 child	**0**	**1(100)**	**0**		
	3child	**0**	**0**	**1(100)**		
	Total	**5(5.2)**	**73(75.3)**	**19(19.6)**		
Year of study	*second year*	**3(5.1)**	**42(71.2)**	**14(23.7)**	**.313**	**.079**
	third year	**2(13.3)**	**11(73.3)**	**2(13.3)**		
	fourth year	**0**	**20(87.0)**	**3(13.0)**		
	Total	**5(5.2)**	**73(75.3)**	**19(19.6)**		
Living with family	*yes*	**5(5.4)**	**70(75.3)**	**18(19.4)**	**1.000**	**.359**
	no	**0**	**3(75.0)**	**1(25.0)**		
	Total	**5(5.2)**	**73(75.3)**	**19(19.6)**		
	father	**4(5.7**	**49(70.0)**	**17(24.3)**	**.501**	**.032***

|						
Breadwinner for students	*mother*	**1(12.5)**	**6(75.0)**	**1(12.5)**		
	brother	**0**	**3(100)**	**0**		
	husband	**0**	**4(80.0)**	**1(20.0)**		
	other	**0**	**11(100)**	**0**		
	Total	**5(5.2)**	**73(75.3)**	**19(19.6)**		

p*<0.05, significant

1.9. The relation between the demographic characteristic & level of stress.
Through reviewing the results illustrated in the table 2 ,it shows :
That there is a significant correlation between the nursing students' stress level and Breadwinner for students (p=0.032), as it shows that other institution & brother as breadwinner for student has 100% moderate stress levelcomparing with the other breadwinner categories. While the results indicates that there is no correlation between the stress level and the education of age (p=0.090), the marriage status(p= 0.265). , No. Of children for the students (p=0.132), Year of study (p=0.079), &Living with family(p= 0.359).

Figure (2) copies strategies among nursing students**.**
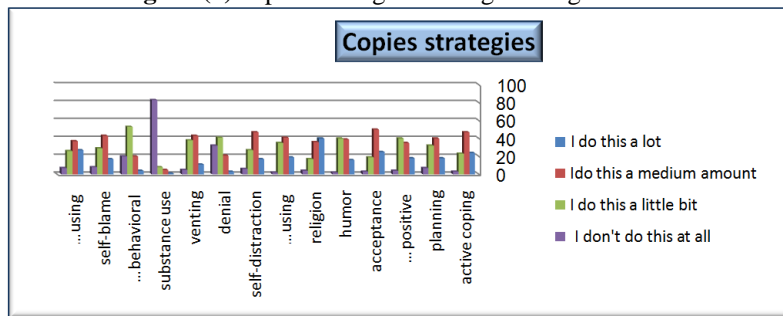
1.10. Coping strategies used by students :
Figure 2 shows that: The results showed that 41.2 % nursing students do a lot of (religion) as copy strategy, while do a moderate amount 51.5% of acceptance, 48.5% of active coping & 48.5 % of self distraction. whereas , 42.3 % nursing students do a little bit of denial &41.2% of positive reframing& humor as copy strategy. but also , the result revealed that 85.6 % of nursing student don't do the substance use as copy strategy and they are the minimum used as the study sample.

Table (3) Frequency of copies strategies used by nursing students n=97

Socio - demographic	Categories	Active Coping				Planning				Positive Reframing			
		I don't do this at all *N*	I do this a little bit *N*	I do this a medium amount *N*	I do this a lot *N*	I don't do this at all *N*	I do this a little bit *N*	I do this a medium amount *N*	I do this a lot *N*	I don't do this at all *N*	I do this a little bit *N*	I do this a medium amount *N*	I do this a lot *N*
Age	*19-20*	1(1)	12(12.5)	29(30.2)	14(14.58)	5(5.20)	14(14.58)	27(28.12)	9(9.37)	1(1)	23(23.95)	23(23.95)	9(9.37)
	21-22	2(2)	10(10.4)	15(15.62)	7(7.29)	2(2)	15(15.62)	12(12.5)	5(5.20)	3(3)	15(15.62)	8(8.33)	8(8.33)
	23-24	0(0)	0(0)	3(3)	0(0)	0(0)	1(1)	1(1)	1(1)	0(0)	0(0)	2(2)	1(1)
	>24	0(0)	1(1)	0(0)	3(3)	0(0)	1(1)	0(0)	3(3)	0(0)	2(2)	2(2)	0(0)
marriage status	*single*	3(3)	21(21.87)	43	21(21.87)	7(7.29)	27(28.12)	38(39.58)	15(15.62)	4(4.16)	33(34.37)	33(34.37)	18(18.75)
	married	0(0)	2(2)	3(3)	2(2)	0(0)	4(4.16)	0(0)	3(3)	0(0)	6(6.25)	1(1)	0(0)
	divorce	0(0)	0(0)	1(1)	0(0)	0(0)	0(0)	1(1)	0(0)	0(0)	0(0)	1(1)	0(0)
No. Of children of the students	*0child*	3(3)	23(23.95)	45(46.87)	22(22.91)	7(7.29)	30(31.25)	40(41.66)	15(15.62)	4(4.16)	37(38.54)	34(35.41)	18(18.75)
	1child	0(0)	0(0)	1(1)	1(1)	0(0)	1(1)	0(0)	1(1)	0(0)	2(2)	0(0)	0(0)
	2 child	0(0)	0(0)	0(0)	1(1)	0(0)	0(0)	0(0)	1(1)	0(0)	1(1)	0(0)	0(0)
	3child	0(0)	0(0)	1(1)	0(0)	0(0)	0(0)	0(0)	1(1)	0(0)	0(0)	1(1)	0(0)
Year of study	*second year*	2(2)	13(13.54)	28(29.16)	16(16.66)	6(6.25)	16(16.66)	25(26.04)	11(11.45)	2(2)	25(26.04)	23(23.95)	9(9.37)
	third year	0(0)	5(5.20)	6(6.25)	4(4.16)	0(0)	6(6.25)	8(8.33)	1(1)	0(0)	6(6.25)	5(5.20)	4(4.16)
	fourth year	1(1)	5(5.20)	13(13.54)	4(4.16)	1(1)	9(9.37)	7(7.29)	6(6.25)	2(2)	9(9.37)	7(7.29)	5(5.20)
Living with family	*yes*	3(3)	22(22.91)	44(45.83)	24(25)	6(6.25)	30(31.25)	39(40.62)	17(17.7)	4(4.16)	38(39.58)	34(35.41)	17(17.7)
	no	0(0)	1(1)	3(3)	0(0)	1(1)	1(1)	1(1)	1(1)	0(0)	2(2)	1(1)	1(1)
Breadwinner for students	*father*	3(3)	16(16.66)	36(37.5)	15(15.62)	6(6.25)	22(22.91)	31(32.29)	11(11.45)	2(2)	26(27.08)	27(28.12)	15(15.62)
	mother	0(0)	2(2)	4(4.16)	2(2)	0(0)	1(1)	3(3)	3(3)	2(2)	2(2)	3(3)	1(1)
	brother	0(0)	1(1)	2(2)	0(0)	0(0)	3(3)	0(0)	0(0)	0(0)	1(1)	2(2)	0(0)
	husband	0(0)	1(1)	2(2)	2(2)	0(0)	2(2)	0(0)	3(3)	0(0)	4(4.16)	1(1)	0(0)
	other	0(0)	3(3)	3(3)	5(5.20)	1(1)	3(3)	6(6.25)	1(1)	0(0)	7(7.29)	2(2)	2(2)

Socio-demographic	Categories	Acceptance				Humor				Religion			
		I don't do this at all N	I do this a little bit N	I do this a medium amount N	I do this a lot N	I don't do this at all N	I do this a little bit N	I do this a medium amount N	I do this a lot N	I don't do this at all N	I do this a little bit N	I do this a medium amount N	I do this a lot N
Age	19-20	2(2)	8(8.33)	31(32.29)	15(15.62)	2(2)	22(22.91)	26(27.08)	6(6.25)	2(2)	9(9.37)	21(21.87)	24(25)
	21-22	0(0)	10(10.41)	17(17.7)	7(7.29)	0(0)	15(15.62)	12(12.5)	7(7.29)	2(2)	8(8.33)	11(11.45)	13(13.54)
	23-24	0(0)	0(0)	2(2)	1(1)	0(0)	2(2)	0(0)	1(1)	0(0)	0(0)	2(2)	1(1)
	>24	1(1)	1(1)	0(0)	2(2)	0(0)	1(1)	1(1)	2(2)	0(0)	0(0)	2(2)	2(2)
Family status	single	2(2)	16(16.66)	48(50)	22(22.91)	2(2)	35(36.45)	38(39.58)	13(13.54)	3(3)	15(15.62)	32(33.33)	38(39.58)
	married	1(1)	3(3)	1(1)	2(2)	0(0)	4(4.16)	0(0)	3(3)	1(1)	2(2)	2(2)	2(2)
	divorce	0(0)	0(0)	1(1)	0(0)	0(0)	0(0)	1(1)	0(0)	0(0)	0(0)	1(1)	0(0)
No. Of children	0child	2(2)	19(19.79)	49(51.04)	23(23.95)	2(2)	39(40.62)	39(40.62)	13(13.54)	3(3)	17(17.7)	34(35.41)	39(40.62)
	1child	1(1)	0(0)	0(0)	1(1)	0(0)	1(1)	0(0)	1(1)	1(1)	0(0)	0(0)	1(1)
	2 child	0(0)	0(0)	0(0)	1(1)	0(0)	0(0)	0(0)	1(1)	0(0)	0(0)	1(1)	0(0)
	3child	0(0)	0(0)	1(1)	0(0)	0(0)	0(0)	0(0)	1(1)	0(0)	0(0)	1(1)	0(0)
Year of study	second year	3(3)	8(8.33)	32(33.33)	16(16.66)	2(2)	22(22.91)	26(27.08)	9(9.37)	2(2)	9(9.37)	24(25)	24(25)
	third year	0(0)	7(7.29)	5(5.20)	3(3)	0(0)	8(8.33)	6(6.25)	1(1)	1(1)	4(4.16)	4(4.16)	6(6.25)
	fourth year	0(0)	4(4.16)	13(13.54)	6(6.25)	0(0)	10(10.41)	7(7.29)	6(6.25)	1(1)	4(4.16)	8(8.33)	10(10.41)
Living with family	yes	3(3)	17(17.7)	49(51.04)	24(25)	2(2)	38(39.58)	39(40.62)	14(14.58)	4(4.16)	16(16.66)	33(34.37)	40(41.66)
	no	0(0)	2(2)	1(1)	1(1)	0(0)	2(2)	0(0)	2(2)	0(0)	1(1)	3(3)	0(0)
Breadwinner for students	father	1(1)	14(14.58)	42(43.75)	13(13.54)	1(1)	27(28.12)	32(33.33)	10(10.41)	3(3)	12(12.5)	27(28.12)	28(29.16)
	mother	0(0)	1(1)	4(4.16)	3(3)	1(1)	3(3)	2(2)	2(2)	0(0)	0(0)	2(2)	6(6.25)
	brother	1(1)	0(0)	1(1)	1(1)	0(0)	2(2)	0(0)	1(1)	0(0)	1(1)	2(2)	0(0)
	husband	1(1)	1(1)	1(1)	2(2)	0(0)	2(2)	0(0)	3(3)	1(1)	1(1)	2(2)	1(1)
	other	0(0)	3(3)	2(2)	6(6.25)	0(0)	6(6.25)	5(5.20)	0(0)	0(0)	3(3)	3(3)	5(5.20)

Socio-demographic	Categories	Using Emotional Support				Self-Distraction				Denial			
		I don't do this at all N	I do this a little bit N	I do this a medium amount N	I do this a lot N	I don't do this at all N	I do this a little bit N	I do this a medium amount N	I do this a lot N	I don't do this at all N	I do this a little bit N	I do this a medium amount N	I do this a lot N
Age	19-20	0(0)	22(22.91)	23(23.95)	11(11.45)	5(5.20)	15(15.62)	27(28.12)	9(9.37)	23(23.95)	21(21.87)	10(10.41)	1(1)
	21-22	2(2)	11(11.45)	15(15.62)	6(6.25)	1(1)	11(11.45)	16(16.66)	6(6.25)	8(8.33)	18(18.75)	7(7.29)	1(1)
	23-24	0(0)	1(1)	2(2)	0(0)	0(0)	1(1)	1(1)	1(1)	1(1)	2(2)	0(0)	0(0)
	>24	0(0)	1(1)	1(1)	2(2)	0(0)	0(0)	3(3)	1(1)	0(0)	0(0)	4(4.16)	0(0)
Family status	single	2(2)	31(32.29)	38(39.58)	17(17.7)	5(5.20)	25(26.04)	41(42.7)	17(17.7)	31(32.29)	37(38.54)	18(18.75)	1(1)
	married	0(0)	3(3)	2(2)	2(2)	1(1)	1(1)	5(5.20)	0(0)	1(1)	3(3)	2(2)	1(1)
	divorce	0(0)	1(1)	0(0)	0(0)	0(0)	0(0)	1(1)	0(0)	0(0)	1(1)	0(0)	0(0)
No. Of children	0child	2(2)	34(35.41)	39(40.62)	18(18.75)	6(6.25)	27(28.12)	43(44.79)	17(17.7)	31(32.29)	41(42.7)	19(19.79)	1(1)
	1child	0(0)	1(1)	1(1)	0(0)	0(0)	0(0)	2(2)	0(0)	1(1)	0(0)	1(1)	0(0)
	2 child	0(0)	0(0)	0(0)	1(1)	0(0)	0(0)	1(1)	0(0)	0(0)	0(0)	1(1)	0(0)
	3child	0(0)	0(0)	1(1)	0(0)	0(0)	0(0)	1(1)	0(0)	0(0)	0(0)	0(0)	1(1)
Year of study	second year	0(0)	22(22.91)	27(28.12)	10(10.41)	5(5.20)	15(15.62)	28(29.16)	11(11.45)	22(22.91)	21(21.87)	13(13.54)	2(2)
	third year	1(1)	7(7.29)	5(5.20)	2(2)	0(0)	5(5.20)	8(8.33)	2(2)	3(3)	8(8.33)	4(4.16)	0(0)
	fourth year	1(1)	6(6.25)	9(9.37)	7(7.29)	1(1)	7(7.29)	11(11.45)	4(4.16)	7(7.29)	12(12.5)	4(4.16)	0(0)
Living with family	yes	2(2)	34(35.41)	38(39.58)	19(19.79)	4(4.16)	26(27.08)	46(47.91)	17(17.7)	30(31.25)	40(41.66)	21(21.87)	1(1)
	no	0(0)	1(1)	3(3)	0(0)	2(2)	1(1)	1(1)	0(0)	2(2)	1(1)	0(0)	1(1)
Breadwinner for students	father	2(2)	25(26.04)	29(30.20)	14(14.58)	3(3)	23(23.95)	30(31.25)	14(14.58)	23(23.95)	32(33.33)	14(14.58)	1(1)
	mother	0(0)	1(1)	6(6.25)	1(1)	0(0)	2(2)	3(3)	3(3)	3(3)	3(3)	1(1)	0(0)
	brother	0(0)	2(2)	1(1)	0(0)	0(0)	0(0)	3(3)	0(0)	0(0)	2(2)	1(1)	0(0)
	husband	0(0)	2(2)	2(2)	1(1)	0(0)	1(1)	4(4.16)	0(0)	1(1)	1(1)	2(2)	1(1)
	other	0(0)	5(5.20)	3(3)	3(3)	3(3)	1(1)	7(7.29)	0(0)	5(5.20)	3(3)	3(3)	0(0)

Socio-demographic	Categories	Venting				Substance Use				Behavioral Disengagement			
		I don't do this at all N	I do this a little bit N	I do this a medium amount N	I do this a lot N	I don't do this at all N	I do this a little bit N	I do this a medium amount N	I do this a lot N	I don't do this at all N	I do this a little bit N	I do this a medium amount N	I do this a lot N
Age	19-20	3(3)	21(21.6)	23(23.95)	9(9.37)	51(53.12)	3(3)	1(1)	51(53.12)	12(12.5)	33(34.37)	11(11.45)	0(0)
	21-22	2(2)	14(14.4)	17(17.7)	1(1)	25(26.04)	5(5.20)	4(4.16)	25(26.04)	8(8.33)	14(14.4)	8(8.33)	4(4.16)
	23-24	0(0)	2(2)	0(0)	1(1)	3(3)	0(0)	0(0)	3(3)	0(0)	3(3)	0(0)	0(0)
	>24	0(0)	1(1)	3(3)	0(0)	4(4.16)	0(0)	0(0)	4(4.16)	0(0)	3(3)	1(1)	0(0)
Family status	single	5(5.20)	34(35.41)	39(40.62)	10(10.41)	77(80.2)	6(6.25)	4(4.16)	77(80.2)	19(19.79)	51(53.12)	16(16.66)	2(2)
	married	0(0)	4(4.16)	3(3)	0(0)	4(4.16)	2(2)	1(1)	4(4.16)	0(0)	2(2)	3(3)	2(2)
	divorce	0(0)	0(0)	1(1)	0(0)	1(1)	0(0)	0(0)	1(1)	1(1)	0(0)	0(0)	0(0)
No. Of children	0child	5(5.20)	35(36.45)	42(43.75)	11(11.45)	80(83.33)	7(7.29)	5(5.20)	80(83.33)	20(20.83)	52(54.16)	18(18.75)	3(3)
	1child	0(0)	1(1)	1(1)1	0(0)	2(2)	0(0)	0(0)	2(2)	0(0)	0(0)	2(2)	0(0)
	2 child	0(0)	1(1)	0(0)	0(0)	1(1)	0(0)	0(0)	1(1)	0(0)	1(1)	0(0)	0(0)
	3child	0(0)	1(1)	0(0)	0(0)	0(0)	1(1)	0(0)	0(0)	0(0)	0(0)	0(0)	1(1)
Year of study	second year	3(3)	22(22.91)	26(27.08)	8(8.33)	53(55.2)	3(3)	2(2)	53(55.2)	12(12.5)2	34(35.41)	12(12.5)	1(1)
	third year	1(1)	9(9.37)	4(4.16)	1(1)	11(11.45)	3(3)	1(1)	11(11.45)	6(6.25)	5(5.20)	4(4.16)	0(0)
	fourth year	1(1)	7(7.29)	13(13.54)	2(2)	19(19.79)	2(2)	2(2)	19(19.79)	2(2)	14(14.58)	4(4.16)	3(3)
Living with family	yes	5(5.20)	37(38.54)	40(41.66)	11(11.45)	81(84.37)	7(7.29)	4(4.16)	0(0)	20(20.83)	51(53.12)	20(20.83)	2(2)
	no	0(0)	1(1)	3(3)	0(0)	2(2)	1(1)	1(1)	0(0)	0(0)	2(2)	0(0)	2(2)
Breadwinner for students	father	4(4.16)	29(30.2)	31(32.29)	6(6.25)	59(61.45)	6(6.25)	4(4.16)	0(0)	15(15.62)	39(40.62)	15(15.62)	1(1)
	mother	0(0)	2(2)	4(4.16)	2(2)	8(8.33)	0(0)	0(0)	0(0)	2(2)	5(5.20)	0(0)	1(1)
	brother	1(1)	0(0)	2(2)	0(0)	3(3)	0(0)	0(0)	0(0)	0(0)	2(2)	1(1)	0(0)
	husband	0(0)	4(4.16)	1(1)	0(0)	3(3)	2(2)	0(0)	0(0)	0(0)	2(2)	2(2)	1(1)
	other	0(0)	3(3)	5(5.20)	3(3)	10(10.41)	0(0)	1(1)	0(0)	3(3)	5(5.20)	2(2)	1(1)

Socio - demographic	Categories	Self-Blame				Using Instrumental Support			
		I don't do this at all N	I do this a little bit N	I do this a medium amount N	I do this a lot N	I don't do this at all N	I do this a little bit N	I do this a medium amount N	I do this a lot N
Age	19-20	5(5.20)	17(17.7)	24(25)	10(10.41)	5(5.20)	15(15.62)	19(19.79)	17(17.7)
	21-22	3(3)	12(12.5)	15(15.62)	4(4.16)	2(2)	11(11.45)	14(14.58)	7(7.29)
	23-24	0(0)	0(0)	1(1)	2(2)	0(0)	0(0)	1(1)	2(2)
	>24	0(0)	0(0)	3(3)	1(1)	0(0)	0(0)	3(3)	1(1)
Family status	single	8(8.33)	27(28.12)	37(38.54)	16(16.66)	7(7.29)	24(25)	33(34.37)	24(25)
	married	0(0)	2(2)	5(5.20)	0(0)	0(0)	2(2)	3(3)	2(2)
	divorce	0(0)	0(0)	0(0)	1(1)	0(0)	0(0)	0(0)	1(1)
No. Of children	0child	8(8.33)	29(30.2)	39(40.62)	17(17.7)	7(7.29)	26(27.08)	34(35.41)	26(27.08)
	1child	0(0)	0(0)	2(2)	0(0)	0(0)	0(0)	2(2)	0(0)
	2 child	0(0)	0(0)	1(1)	0(0)	0(0)	0(0)	1(1)	0(0)
	3child	0(0)	0(0)	1(1)	0(0)	0(0)	0(0)	0(0)	1(1)
Year of study	second year	5(5.20)	17(17.7)	28(29.16)	9(9.37)	5(5.20)	16(16.66)	21(21.87)	17(17.7)
	third year	2(2)	5(5.20)	6(6.25)	2(2)	1(1)	4(4.16)	7(7.29)	3(3)
	fourth year	1(1)	7(7.29)	9(9.37)	6(6.25)	1(1)	6(6.25)	9(9.37)	7(7.29)
Living with family	yes	7(7.29)	28(29.16)	41(42.7)	17(17.7)	7(7.29)	25(26.04)	35(36.45)	26(27.08)
	no	1(1)	1(1)	2(2)	0(0)	0(0)	1(1)	2(2)	1(1)
Breadwinner for students	father	6(6.25)	24(25)	26(27.08)	14(14.58)	5(5.20)	20(20.83)	26(27.08)	19(19.79)
	mother	1(1)	2(2)	4(4.16)	1(1)	1(1)	2(2)	3(3)	2(2)
	brother	0(0)	0(0)	2(2)	1(1)	0(0)	0(0)	2(2)	1(1)
	husband	0(0)	1(1)	4(4.16)	0(0)	0(0)	1(1)	3(3)	1(1)
	other	1(1)	2(2)	7(7.29)	1(1)	1(1)	3(3)	3(3)	4(4.16)

Table (4) The relation between the coping strategies & stressors.

Socio - demographic	Categories	Copies strategies used by nursing student (Adaptive Coping)							
		active coping	planning	positive reframing	acceptance	humor	religion	using emotional support	using instrumental support
		Chi square P- value							
Age	19-20	.237	.141	.453	.114	.418	.918	.592	.609
	21-22								
	23-24								
	>24								
Family status	single	.962	.196	.224	.240	.226	.605	.853	.783
	married								
	divorce								
No. Of children	0child	.812	.258	.726	.016*	.171	.092	.734	.577
	1child								
	2 child								
	3child								
Year of study	second year	.869	.405	.772	.121	.537	.927	.333	.977
	third year								
	fourth year								
Living with family	yes	.621	.526	.922	.445	.197	.303	.551	.925
	no								
Breadwinner for students	father	.903	.101	.125	.010*	.095	.458	.865	.983
	mother								
	brother								
	husband								
	other								

p*<0.05, significant

Socio - demographic	Categories	Copies strategies used by nursing student (Maladaptive Coping)					
		self-distraction	denial	venting	substance use	behavioral disengagement	self-blame
		Chi square P- value					
Age	19-20	.878	.024*	.459	.222	.182	.445
	21-22						
	23-24						
	>24						
Family status	single	.422	.260	.807	.225	.004*	.250
	married						
	divorce						
No. Of children	0child	.880	.000*	.935	.073	.000*	.813
	1child						
	2 child						
	3child						
Year of study	second year	.903	.627	.573	.332	.060	.857
	third year						
	fourth year						
Living with family	yes	.003*	.007*	.618	.075	.000*	.529
	no						
Breadwinner for students	father	.043*	.342	.177	.285	.461	.735
	mother						
	brother						
	husband						
	other						

p*<0.05, significant

1.11.   The relation between the coping strategies & stressors:
Through reviewing the results illustrated in the table 4 ,it shows :

That there is a significant correlation between the using of acceptance as copy strategy   and Breadwinner & no.Of children for students (p=0.010)&(p=0.016) respectively . Also ,there is a significant correlation between the using of denial and age (p=0.024) ,no. Of children for student (p=0.000)& living with family (p=0.007). In addition ,there is a significant correlation between the using of behavior disengagement & family status (p=0.004), no. Of children for student (p=0.000)& living with family (p=0.000) .the result also revealed that there is a significant correlation between the using of self distraction and living with family &Breadwinner(p=0.003) , (p=0.043) respectively .While the results indicates that there is no correlation between the copies strategies using from nursing students (*active coping ,planning, positive reframing, humor, religion, using emotional support, venting ,substances use ,self blame , using instrument support*) and stressors (*Socio Demographic Changes*).

IV.   Discussion

Through a review of previous results showing that Stress in nursing students is an area of growing concern and it may result in psychological distress, physical complaints, behavior problem and poor academic performance. The present study was conducted in one of the governmental nursing college situated in Makkah Al Mukaramh city and affiliated to Umm Al Qura University. Table (1) ,(2)depicts the relationship of stress level of nursing students to the demographic characteristics. It shows that stress level of nursing students is found87.0% of fourth year nursing student has moderate stress.This is due to, students were surveyed near the end of the academic year, just prior to final exams, and this timing may have influenced their responses. These findings confirm previous research, which found that academic related stressors, such as taking tests, writing papers, grades, too little time, and the constant pressure of studying, were the most irritating to nursing and other college students in the United States and other countries.[26,27,28,29,&30]Oermann also found that stress experienced by nursing students in clinical practice increased as they progressed through the program.[31]Also, These findingsare in keeping with the results obtained by previous authors.[32,33&34] And also, keeping the result with Filipino study which was reported that Filipino students nurses have moderate stress.[35] Moreover, there is a significant correlation between the nursing students' stress level and Breadwinner for students (p=0.032).No studies have explored student breadwinner. Finding revealed in figure (2) that nursing students used most Adaptive coping style include religion ,acceptance ,active coping positive reframing& humor.Whereas nursing students used maladaptive coping in moderate doing of self distraction & a little bit of denial. Also the result show that 85.6 % of nursing student don't do the substance use as copy strategy ,that means the least of using maladaptive coping style among nursing student .This is similar to Saudi study among residents student it is show that adaptive stress-coping strategies were more frequently used among a sample of residents in Saudi Arabia than maladaptive stress-coping strategies. Religion, planning, acceptance, and active-coping were common adaptive stress-coping strategies, while self-blame, self-distraction, and venting were common maladaptive stress-coping strategies.[36]That mean nursing student satisfy for studying nursing program .This result is conducted with Brasília study that show students satisfied with the course used positive coping strategies targeting the problem, whereas dissatisfied students used negative strategies focusing on the emotion.[37] Table (4) illustrate that The majority of maladaptive stress-coping strategies in the current study were associated demographic data (stressors) including, the using of denial and age (p=0.024) ,no. Of children for student (p=0.000)& living with family (p=0.007). In addition ,the using of behavior disengagement & family status (p=0.004), no. Of children for student (p=0.000)& living with family (p=0.000) . The result also revealed that there is a significant correlation between the using of self distraction and living with family &Breadwinner(p=0.003) , (p=0.043) respectively .Also ,there is a significant correlation between adaptive coping style & stressors such as, the using of acceptance as copy strategy and Breadwinner & no. Of children for students (p=0.010)&(p=0.016) respectively . whereas , religion was the most frequently used adaptive stress-coping strategy in the current study. This may reflect the critical role of religion in all aspects of behavior in a conservative country such as Saudi Arabia.

V.   Conclusion

Moderate stress level & adaptive stress-coping strategies were more frequently used among a sample of nursing student at umm al Qura university in Saudi Arabia **.**

VI.   Recommendation

It is important for nurse educator to find out the sources of stress and coping strategies used by the students so that they can be helped to cope well with upcoming problems and situations.

Acknowledgements

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