

Association between Nurses' Student's Quality of Life and Anxiety of Exams in Selected University at KSA

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Abstract

Background: Anxiety is considered as a widespread phenomenon that constitutes a worldwide reason of reduced academic achievements among students. **Aim:** To investigate the relationship between student nurse's anxiety from exams and their quality of life in selected universities at KSA. **Subject and Methods:** A descriptive cross-sectional research design on 189 student nurses from Hafr Al Batin university. One tool is divided into three main parts; demographic data, and student's anxiety levels during exams, and student's quality of life assessment sheets. **Results:** there are a statistically significant correlation between student's anxiety during exams and their quality of life ($p < 0.001$). **Conclusion & Recommendations:** there are statistically significant relations were found between student's anxiety during exams and quality of life with their sociodemographic characteristics in item only related to the barrier faced in life for adaptation and compliance with exams. From the foregoing conclusion, students must receive regular; periodic in-service psychological rehabilitative program contains methods of adaptation and compliance with exams which indirectly promote their quality of life.

Key Words: Association, Nurses' Student's, Quality of Life, Anxiety of Exam

Introduction

Test anxiety has an impact on students either negatively or positively. It is normal to have exam anxiety that helps the students to be prepared for facing examination, on the other hand, it can also distress the students that can have a negative impact on students' physically, emotionally, and cognitively that paves a way to poor achievement in the examination. ⁽¹⁾

Stress is considered as an extremely difficult phenomenon that sometimes becomes problematic, and if a person is not capable to adjust to it body and mind are in danger. Risk factors of stress could cause harm to the structure of basic needs. If anxiety does not reply correctly, some symptoms such as fatigue, irritability, distraction, and feelings of guilt and gastrointestinal and pain occur. ⁽²⁾

The impact of stress on nursing students academic achievements' differ plus several psychiatric disorders similar to depression and insomnia ⁽³⁾. These symptoms build up in students before a test and negatively outcomes on student lives and professional growth ^(4,5). Additionally, there was an association between stress and physical wellbeing as feeling tired easily, getting nervous, poor sleep and chest tightness, loss of appetite, reduced or increased psychomotor speed, weight changes ⁽⁶⁾

Anxiety and depression could be resulting from various factors associated with study pattern as class workload, student assignments, stress-related patient care, stress from teachers and nursing staff, unhappiness of the clinical environment, fear of failure in examinations, clash situations with colleagues, absent of academic counseling services, death of a family member or a lovely person ^(7,8,9,10)

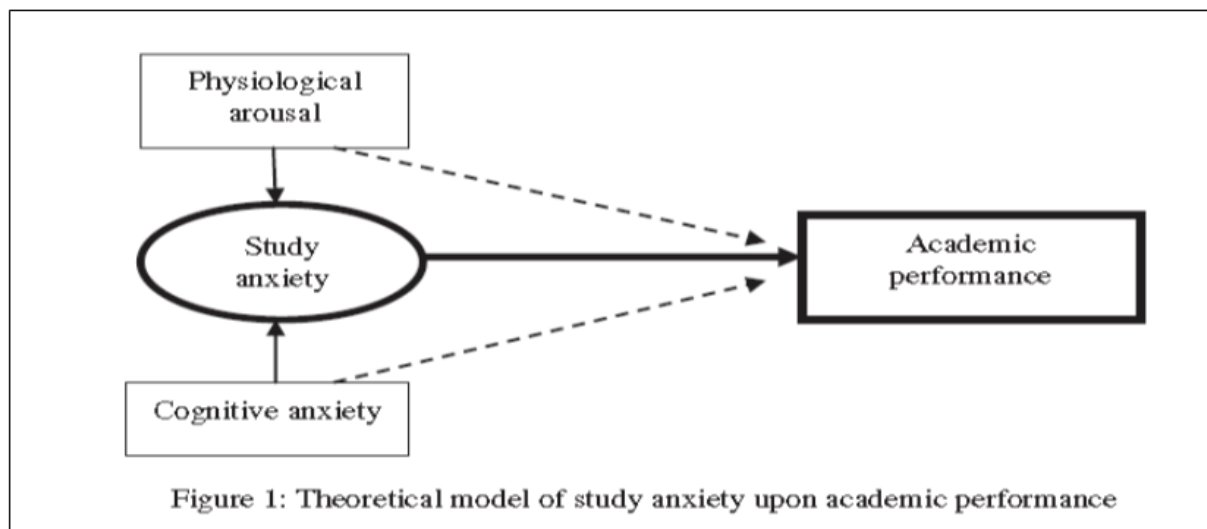
Aim:

To investigate the relationship between student nurse’s anxiety from exams and their quality of life in selected university at KSA

Research Questions

1. What are the anxiety levels of exams among nursing students in selected KSA University?
2. What is the quality-of-life levels regarding exams among nursing students in selected KSA University?
3. Is there a relationship between anxiety from exams among nursing students and their quality of life?

Theoretical framework



* by Presenting, I. A. O. URCAD 2011 Student Abstracts, ICMER

Subjects and Methods

A descriptive cross-sectional design was utilized in this study at the Nursing Department of Applied Medical Science College, University of Hafr Al-Batin (UHB), KSA on convenience sampling of all available nursing students available during the data collection period. The inclusion criteria of participants entail their approval to participate in the study and haven’t any co-morbid diseases that affect their quality of life.

Tools:

One tool was used after revised literature divided into 3 main parts as follows:

Part (I): includes students Sociodemographic characteristics of nursing students as (age, sex, marital

status, and level).

Part (II):Quality of life indicators: it includes 30 selected items adapted from *Henry, 2011*⁽¹⁾ addressing student’s quality of life

Part (III): Anxiety, stress scale includes 36 items adapted from *AL-Byirag, 2011*⁽²⁾ which used to obtain the relevant scores on the extent of anxiety and stress upset.

Scoring system of patient’ satisfaction scale:

All questions in the tool were scored according to Likert Rating Scale as (strongly agree=4, agree=3, disagree =2, strongly disagree=1) and the total score of the tool was classified as levels for both stress questions and quality of life questions as considered when it was

Low <50%, Moderate 50–<75%, High \geq 75%.

Content validity:

Validity was used for the modified tool to assure that it covers the objectives. The phase was developed by a Jury of five experts from Medical-surgical and Psychiatry & Mental Health nursing staff; two Assistant professors of psychiatry & mental health nursing at the College of Nursing, Qassim University and three Assistant Professors of Medical-Surgical at Nursing college, Hafr Elbatin University. Reliability of the proposed tool was done using Cronbach's alpha test which revealed high reliability (.930).

A pilot study was done on 20 students to approximation the clarity of the tool then excluded them from the total sample number. The questionnaire sheet submitted online and then contact the students via their whats-up media and explain the purpose of the study to them and invited them to participate in the study though an online link also the sheet contains a paragraph explain the study aim and assuring them that their participation was voluntary and they have the right to withdraw at any time.

Statistical Analysis

Data were analyzed using the Statistical Package of Social Sciences (SPSS) Version 21. Moreover, quantitative variables were described by the Mean, Standard Deviation (SD). Qualitative variables were described by percentages. Pearson's Chi-square and Spearman's test was conducted to observe and quantify an association between different variables. Bivariate correlation was done. P-values with $p < 0.05$ considered as statistically significant.

Results

Table (1) illustrates a total of 189 students who participated in the study, nearly half (47.6%) of the students were in the third level followed by 22.8% of them in the fourth level. Additionally, nearly two-third (74.1%) of them in the age group less than 22 years. the highest number of participating students (50.7 %, 35.4) was stated that the barriers that faced in their life from family and study respectively.

Table (2) shows that 40.7 % of students faced a low level of anxiety during exams while (36.5%) of them faced a moderate level, 22.8% faced a high level of anxiety during exams with a total mean score of 96.03 ± 22.11 .

As indicated in **Table (3)**, 74.1 % of students have a fair level of quality of life while (22.8%) of them have a poor level, 3.2% have a good level of quality of life with total mean scores of 64.31 ± 6.53 .

Table 4: shows that there are statistically significant correlations between student's anxiety during exams and their quality of life ($p < 0.001$).

Table 5: shows that there are statistically significant relationships were found between student's anxiety during exams with their sociodemographic characteristics in items related to the barrier faced in life for adaptation and compliance with exams ($p < 0.001$).

Table 6: shows that there are statistically significant relationships were found only between student's anxiety during exams with their quality of life in items related to the barrier faced in life for adaptation and compliance with exams ($p < 0.001$).

Table (1): Distribution of sociodemographic data for study sample

Q	Sociodemographic data (n = 189)	No.	%
1	Age (years)		
	Less than 22 year	140	74.1
	More than 22 year	49	25.9
2	Levels		

Cont... Table (1): Distribution of sociodemographic data for study sample

	First	28	14.8
	Second	28	14.8
	Third	90	47.6
	Fourth	43	22.8
3	What are the barriers that you face in your life in all of the following respects?		
	Family	96	50.7
	Study	65	34.4
	Financial	28	14.8

Table (2): Distribution of anxiety levels during exams for nursing students

Anxiety during Exams (n = 189)	No.	%
Low <50%	77	40.7
Moderate 50–<75%	69	36.5
High \geq 75%	43	22.8
Total score		
Min. – Max.	44.0 – 136.0	
Mean \pm SD.	96.03 \pm 22.11	
Percent score		
Min. – Max.	7.41 – 92.59	
Mean \pm SD.	55.58 \pm 20.47	

Table (3): Distribution of nursing students quality of life levels

Quality of life (n =198)	No.	%
Poor <50%	43	22.8
Fair 50–<75%	140	74.1
Good \geq 75%	6	3.2
Total score		
Min. – Max.	46.0 – 79.0	
Mean \pm SD.	64.31 \pm 6.53	
Percent score		
Min. – Max.	26.67 – 81.67	
Mean \pm SD.	57.19 \pm 10.89	

Table (4): Correlation between nursing student's quality of life and them anxiety during Exams

(n = 198)	Quality of life	
	r	p
Anxiety during Exams	-0.518*	<0.001*

r: Pearson coefficient*: Statistically significant at $p \leq 0.05$ **Table (5): Relationship between student nurse's anxiety during exams with their sociodemographic characteristics**

Sociodemographic data	Anxiety during exams						χ^2	p
	Low (n = 77)		Moderate (n = 69)		High (n = 43)			
	No.	%	No.	%	No.	%		
Age (years)								
Less than 22 year	55	71.4	54	78.3	31	72.1	0.998	0.607
More than 22 year	22	28.6	15	21.7	12	27.9		
Grade								
First	12	15.6	10	14.5	6	14.0	9.659	0.140
Second	16	20.8	5	7.2	7	16.3		
Third	28	36.4	39	56.5	23	53.5		
Fourth	21	27.3	15	21.7	7	16.3		
Barriers that faced in life for adaptation with exams								
Family	8	10.4	6	8.7	15	34.9	22.354*	0.001*
Study	25	32.5	24	34.8	16	37.2		
Financial	11	14.3	15	21.7	2	4.7		

c²: Chi-square test*: Statistically significant at $p \leq 0.05$

Table (6): Relationship between student nurse's quality of life with their sociodemographic characteristics

Sociodemographic data	Quality of life						χ ²	MCP
	Poor (n =43)		Fair (n =140)		Good (n =6)			
	No.	%	No.	%	No.	%		
Age (years)								
Less than 22 year	30	69.8	104	74.3	6	100.0	2.131	0.335
More than 22 year	13	30.2	36	25.7	0	0.0		
Grade								
First	7	16.3	21	15.0	0	0.0	10.657	0.066
Second	5	11.6	23	16.4	0	0.0		
Third	27	62.8	58	41.4	5	83.3		
Fourth	4	9.3	38	27.1	1	16.7		
Barriers that faced in life for adaptation with exams								
Family	14	32.6	14	10.0	1	16.7	29.562*	<0.001*
Study	21	48.8	42	30.0	2	33.3		
Financial	4	9.3	22	15.7	2	33.3		

χ²: Chi-square test MC: Monte Carlo*: Statistically significant at p ≤ 0.05

Discussion

Nurses considered as one of the most susceptible health team to occupational stress and sleep disorders. So, a relation between occupational stress and sleep disorders is recommended to be investigated⁽¹³⁾. Clinical settings are one of the mainly anxiety-producing sources which have a negative effect on learning abilities, achievements, and well-being. Thus, there is importance of nursing educators to recognize sources producing anxiety in study and clinical training and build up anxiety management interventions to ensure best learning⁽¹⁴⁾.

Concerning student's sociodemographic characteristics, the present study exposed that about

nearly half of the students were in the third level followed by lower than one-quarter of them in the fourth level, nearly two-thirds of them in age group less than 22 years. Half of them were stated that the barriers that faced in their life from the family. These findings go in the same line with⁽¹⁵⁾.

As regard anxiety levels during exams, the present study revealed that near half of student nurses faced a low level of anxiety during exams while one-quarter of them faced anxiety ranged from moderate to high level during exams with a total mean scores 96.03 ± 22.11. these findings go in the same way as⁽¹⁶⁾. In Malaysia, who discovered that there was a significant correlation

of anxiety and low academic performance among engineering students. High anxiety also predicts that a student has a low ability to study. While, in Jordan, ⁽¹⁷⁾ reported that more than one-third of male participants had a high level of exam anxiety and half of them had a middle level.

In Oman, ⁽¹⁸⁾ emphasize on importance to work in partnership in nursing colleges, faculties, and develop academic counseling plan regarding anxiety management strategies to optimize students' achievements. Additionally, in Iran, ⁽¹⁹⁾ necessitated on there are an essential needs to take effective action for the management of anxiety among nurses students.

Therefore, in KSA, ⁽²⁰⁾ revealed that there are a significant experience of moderate to severe levels of anxiety regarding exams and recommended implemented preventive coping strategies with stress and anxiety for enhanced academic achievements.

Concerning, student nurse's quality of life, the present study revealed that near two-thirds of the student's sample has a fair level of quality of life while below one-quarter of them have a poor level, and a minimum percentage has a good level of quality of life with a total mean scores 64.31 ± 6.53 . These findings go in the same line with In Iran, ⁽²¹⁾ revealed that the percentage of depression incidence in men is higher than women. In contrast, current study revealed that occupational and environmental stress in nursing women was more than men. Thus, there is an obvious need to attention for the stressful reason resulting from nursing career and its preventive measures because it can cause many problems and affect their quality of life

From another point of views, ⁽²²⁾ stated that everyone who use emotional intelligence (EI) in their daily work and life have valuable impact on their learning process, interpersonal relationships, self-esteem, emotions, and the capacity to deal with and control emotions in complex situations.

Regarding the correlation between student's anxiety levels and their quality of life, the current study revealed that there is a statistically significant correlation between student's anxiety during exams and their quality of

life. This finding goes in the same line with ⁽²³⁾ that necessitates that bad physical and mental health of the college students could be related to extreme stress from college study manner. So, essential measures should be taken to develop and enhance student's physical and mental health.

Regarding the correlation between student's anxiety levels with their sociodemographic characteristics and quality of life, the current study revealed that there are statistically significant relations were found between student's anxiety during exams and quality of life with their sociodemographic characteristics in item only related to the barrier faced in life for adaptation and compliance with exams. These findings go in the same line with ⁽²⁴⁾ who reported that there are short-term impact of multidimensional stress prevention programs on psychological symptoms and quality of life as well as promising factors associated with stress experience.

In contrast, ⁽²⁵⁾ recommended That perceived stress, self-compassion, state of health, and satisfaction with school life considered as the main factors that influencing the quality of life. Thus, nursing college students should search for methods to diminish their perceived stress as well as increase self-compassion with preventive strategies to improve their quality of life. While, ⁽²²⁾ suggested that successful strategies principally focusing on improving depressive symptoms along with health behaviors to decrease the negative impact of stress on QoL.

Additionally, In Iran, ⁽²⁶⁾ emphasized that enhancing academic motivation and applying of family-relation management strategies with determining factors that affecting stress, self-efficacy, and academic achievements' can protected students against academic burnout.

In contrast, In Norwegian, ⁽²⁷⁾ reported that there is a negative association between stress and quality of life among students especially with the lowest levels of sense of coherence.

In Malaysia, ⁽¹⁾ concluded that the Majority of first-year nursing students experienced test anxiety. Thus, mind-body interventions to get helped to have normal

anxiety during their exams; the faculty, lecturer, or advisor should find out the main factors causative test anxiety and also should have some preventive anxiety programs for those students. While, In Iran, ⁽²⁸⁾ stated that recently, anxiety, stress, and depression are extremely widespread for susceptible individuals to problems every day. Mental health impacts various life dimensions including one's work and family life and recommended that nurse managers have the supreme role in developing proper intervention programs to ease workload, make regular shift schedules, and provide positive reinforcements for nurses to diminish anxiety, stress, and depression.

Finally, In KSA, ⁽²⁹⁾ necessitate on make sure the highest level of health and well-being among nursing students while they are undergoing clinical training and construct policy rules in nursing institutions in Saudi Arabia centered on the holistic development of nursing students.

Conclusion & Recommendations

Based on study findings we can conclude that there is a statistically significant correlation between student's anxieties during exams with their quality of life. Also, there are statistically significant relations were found between student's anxiety during exams and quality of life with their sociodemographic characteristics in items only related to the barrier faced in life for adaptation and compliance with exams. From the foregoing conclusion, students must receive regular; periodic in-service psychological rehabilitative program contains methods of adaptation and compliance with exams which indirectly promote their quality of life. There is an obvious need for designed exams information quality, enjoyment, and environment preparation. Further studies are needed to study the factors that influence university students' quality of life and coping with the period of exams rather than anxiety and stress.

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Ethical Clearance: An official authorization was allowed from Applied Medical Sciences College, University of Hafr Albatin administrative authority at Kingdom Saudi Arabia as a responsible committee in this institution, to get their authorization to conduct the study after clarifying the reason for the study. Additionally, the participants were informed of research purpose and their answers would be kept confidentially and the answers not affect or interfere with their evaluation.

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Conflict of Interest: There are No conflicts of interest

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