



Association between Resilience, Stress, and Mental Well-being of Nursing Students

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ABSTRACT

Nursing students who are prepared to be professional nurses need to have holistic health. Health is not only physical but also mental. The educational process taken; both theories in the classroom and practical learning experiences can cause stress to students. Resilience is the ability to bounce back after facing a problem, which is needed so students can carry out their education process well. This study aimed to identify the relationship between resilience and stress and the mental well-being of nursing students. This research is quantitative correlational research with a cross-sectional design. The study population was nursing students in Jakarta, Bogor, Depok, Tangerang, and Bekasi, and with the purposive sampling technique, a sample of 223 students was obtained. The instruments used in this study were valid and reliable, including The Resilience 14 questionnaire (α Cronbach 0.76), the Stress in Nursing Education Questionnaire (α Cronbach 0.946), and The Warwick-Edinburgh Mental Well-being Scales (α Cronbach 0.84). The result of the study was that 64.1% of students had high resilience, 62.8% experienced severe stress, and 75.3% had an average mental well-being level. There is a relationship between resilience and stress and the mental well-being of students ($p < 0.05$). Severe stress conditions experienced by nursing students do not necessarily decrease their resilience and mental well-being. Stress management interventions are needed so nursing students can complete their education, maintain high and improve mental well-being.

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Kata kunci:

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ABSTRAK

Mahasiswa keperawatan yang dipersiapkan menjadi perawat profesional membutuhkan kesehatan yang holistic. Kesehatan tidak hanya meliputi aspek fisik namun juga jiwa atau psikologis. Proses pendidikan yang dilalui mahasiswa keperawatan baik perkuliahan di kelas maupun pembelajaran praktik dapat menyebabkan stres pada mahasiswa. Resiliensi adalah kemampuan untuk dapat bangkit Kembali setelah menghadapi masalah dibutuhkan oleh mahasiswa sehingga mereka dapat melalui pendidikannya dengan baik dengan kondisi kesejahteraan jiwa yang baik pula. Tujuan penelitian ini yaitu untuk mengetahui hubungan antara resiliensi dengan stress dan resiliensi dengan kesejahteraan jiwa mahasiswa keperawatan. Penelitian ini merupakan penelitian kuantitatif korelasional dengan desain cross sectional. Populasi penelitian ini adalah mahasiswa keperawatan yang berlokasi di Jakarta Depok, Bogor, Tangerang dan Bekasi dan dengan teknik convenience sampling didapatkan sejumlah 223 responden. Instrumen yang digunakan dalam penelitian ini antara lain The Resilience 14 questionnaire (α Cronbach 0.76), the Stress in Nursing Education Questionnaire (α Cronbach 0.946) dan The Warwick-Edinburgh Mental Well-being Scales (α Cronbach 0.84). Hasil penelitian yaitu 64.1% mahasiswa memiliki resiliensi yang tinggi, 62.8% mengalami stress berat,

dan 75.3% memiliki kesejahteraan jiwa dalam level rata-rata. Analisis data menggunakan uji gamma menunjukkan ada hubungan yang signifikan antara resiliensi dengan stress dan resiliensi dengan kesejahteraan jiwa ($p < 0.05$). Kondisi stress berat yang dialami oleh mahasiswa keperawatan tidak selalu menurunkan resiliensi dan kesejahteraan jiwanya. Intervensi manajemen stress dibutuhkan sehingga mahasiswa dapat menjalani pendidikannya dengan tetap memelihara resiliensinya tetap baik dan meningkatkan kesejahteraan jiwanya.



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INTRODUCTION

Nursing students go through both academic and professional education stages in order to become fully prepared to work as registered nurses in Indonesia. Students receive both classroom instruction and hands-on clinical training in order to prepare them with the necessary nursing knowledge to treat patients once they have graduated. In order to fulfill their roles and responsibilities, nursing students need to ensure that they are physically and mentally healthy. A person is considered to be in good mental health when they are free of mental illness and developing to their fullest potential in all aspects of their lives, including physically, mentally, spiritually, and socially. As a result, they will be able to overcome the challenges they face, achieve high levels of productivity, and make positive contributions to their community (Kementerian Kesehatan Republik Indonesia, 2014). Students who are aspiring nurses and work with a large number of people are likely to experience changes in mental health.

During the course of their nursing education, students cannot be separated from the dynamics and pressures of life, both in terms of their education and their personal lives. A study of nursing students at a private nursing school in Jakarta revealed that 91.7% of students have moderate stress level while 8.3% have severe stress level (Salsabila, 2015). As nursing students, environmental, academic, intrapersonal, interpersonal, and clinical activities can serve as sources of stressors (Guo et al., 2019; Jagoda & Rathnayake, 2021; Leslie et al., 2021). Another study identified clinical nursing practice as the source of the greatest perceived stress (Jabien Labrague, 2013; Khater et al., 2014). Hence, effective stress management is required in nursing education.

Resilience is one of the protective factors that can enhance psychological well-being (Stuart et al., 2016). Resilience is the capacity to adapt and recover well after experiencing stress that can be influenced by an individual's interaction with his or her environment (Southwick, Bonanno, Masten, Panter-Brick, & Yehuda, 2014). Psychological resilience is known to have a relationship with stress and anxiety, with resilience increasing as stress and anxiety decrease. (Ran et al., 2020).

This study was conducted in Jakarta, Bogor, Tangerang, and Bekasi, Indonesia. The selection of the research site was influenced by the fact that the population in those regions was highly mobile, either for academic or occupational reasons. Jakarta is the 19th most stressful city in the world, according to an independent report. Jakarta has, among others, the highest scores for urban density, public transportation, congestion, green space, physical health, and equality or tolerance. Whereas Bogor, Depok, Tangerang, and Bekasi are cities that contribute to the economic growth of Jakarta (Pratiwi & Muta'ali, n.d.). These factors may also

affect nursing students' roles as citizens. No research has yet been conducted on the resilience and mental health of nursing students in these cities. The researcher deems it necessary to investigate the relationship between resilience and mental health status, including stress and mental well-being, among nursing students in Jakarta, Bogor, Depok, Tangerang, and Bekasi. Thus, nursing students' mental health-related significant disturbances can be prevented as quickly as possible through early anticipation or intervention.

METHOD

Research Design

The study employed a cross-sectional quantitative correlational design. It identified the relationship between resilience and stress, as well as mental well-being. The Mochtar Riady Institute of Nanotechnology (MRIN) Ethical Committee provided approval from an ethical standpoint (2005011-04).

Sampling procedures

The participants in the study were nursing students from Jakarta, Bogor, Depok, Tangerang, and Depok. This study used the purposive sampling technique. The inclusion criteria are bachelor nursing students from Jakarta, Bogor, Depok, Tangerang, and Bekasi who are in their third or fourth year of study. The exclusion criteria are students with mental health issues who are receiving mental health treatment. The information was gathered using a survey distributed via social media and hosted on SurveyMonkey®. Several questions were included at the beginning of the questionnaire to determine whether or not the respondents met the inclusion criteria. This study obtained 223 respondents. Participants were informed of the purpose, benefits, and risks of the study before signing informed consent forms.

Measures

This study utilized the Resilience 14 questionnaire to measure resilience, The Stress in Nursing Education Questionnaire to measure nursing students' stress, and The Warwick-Edinburgh Mental Well-being Scale to measure nursing students' mental well-being. Before being distributed for validity and reliability testing, all instruments were translated by an English-fluent Indonesian and back-translated by a sworn translator. The Resilience 14 questionnaire contains 14 questions with response options

ranging from strongly disagree to strongly agree (1 to 7; Chronbach alpha = 0.76) The Stress in Nursing Education Survey consists of thirty questions (Chronbach alpha = 0.946). The Warwick-Edinburgh Mental Well-being Scale is comprised of fourteen questions (Chronbach alpha = 0.84).

Data analysis

The data were analyzed using descriptive statistics to determine the resilience, stress, and mental health of nursing students. The Gamma test was used to examine the

relationship between resilience and stress, as well as resilience and nursing students' mental health.

RESULTS AND DISCUSSION

According to Table 1, the majority of respondents were female, first-year students with prior clinical experience, dormitory residents, and unmarried.

Table 1
Demographic Information of Nursing Students (N=223)

Variable	Amount	Percentage (%)
Year of study		
• 1 st Year	120	53.81
• 2 nd year	68	30.49
• 3 rd year	35	15.70
Sex		
• Male	31	13.90
• Female	192	86.10
Residential status		
• Live with parents	64	28.70
• Living in dormitory	111	49.78
• Live in rental house	48	21.52
Marital Status		
• Married	11	4.93
• Single	212	95.07

Table 2
Resilience, Stress, and Mental Well-being of Nursing Students (N=223)

Variable	Amount	Percentage	Average
Resilience			
• Very low	0	-	
• Low	5	2.2%	
• Average	64	28.7%	64.00
• High	143	64.1%	
• Very high	11	4.9%	
Stress			
• Mild	0	-	70.97
• Moderate	83	37.2%	
• Severe	140	62.8%	
Mental well-being			
• Very low	10	4.5%	
• Below average	14	6.3%	50.80
• Average	168	75.3%	
• Above average	31	13.9%	

In this study, the resilience of nursing students was high it means the students can face their problem, deal in difficult situation and back with the good psychological condition. Resilience is the capacity of a dynamic system to successfully adapt to disturbances that threaten its survival, function, or growth (Masten, 2013). As social beings, nursing students constantly interact with their surroundings. Changes in resilience may occur over time as a result of development and environmental interaction (Southwick, Bonanno, Masten, Panter-Brick, Yehuda, et al., 2014). Nurses must be resilient because they encounter numerous dynamic conditions, such as alterations in patient conditions, technological advances, and policy modifications to meet the physical and psychological needs of patients (Thomas & Asselin, 2018). During the COVID-19 pandemic, a previous

study in Saudi Arabia on the resilience of nursing students yielded similar results; the students had a high level of resiliency (Grande et al., 2021). The situation that full of challenge not always influence the resilience become low. Students with high of resilience claiming that life is rich with significance and finding a way out of adversity (Lyu et al., 2022)

The majority of nursing students experience high levels of stress. According to the demographic data collected for this study, the majority of nursing students who participated were female. A previous study identified females have higher levels of stress than males.(Admi et al., 2018). After exposure to traumatic stress, females are more likely than males to develop mental health disorder symptoms (Kobayashi & Howell, 2018). Stress levels among students vary

considerably. Previous research has demonstrated moderate levels of stress (Aslan & Pekince, 2021; Lubis et al., 2021) and severe stress levels (Ran et al., 2020; Suprpto et al., 2022) were experienced by nursing students. Individual differences in stress levels are influenced by the sources of stress and the resources used to overcome them (Stuart et al., 2016). Several studies conducted in the past concluded that daily activities and assignments were the cause of severe stress in nursing students (Khater et al., 2014), responsibility for patient care (Jabien Labrague, 2013), incapability to master the necessary equipment and fear of uncertain situations (Pulido-Martos et al., 2012), environmental factors, and interpersonal relationships (Sharma & Kaur, 2019).

At the time of data collection, the location of the study was experiencing a Covid-19 pandemic. The pandemic has resulted in several changes to government policies, including those regarding education and health. Online learning was utilized in nursing education for theoretical comprehension, while Covid-19 Health Protocols remained the standard for clinical practice. Pandemic conditions increase adults'

anxiety and have negative effects (Ciciurkaite et al., 2021). Fear of contracting Covid-19, despite their knowledge of how to prevent its transmission, is one of the factors contributing to nursing students' stress during the pandemic (Aslan & Pekince, 2021).

This study found that the mental health of nursing students was average. The students are in the middle range of mental well-being not yet show the best condition of mental well-being. Good mental health is characterized by positive emotions and optimal functioning (Santini et al., 2022). Similar results were observed in Slovenia and Northern Ireland, indicating that mental health is essential for nursing students (Cilar et al., 2019). Mental health condition can cause a variety of difficulties at the workplace (Tokac & Razon, 2021). In addition, previous research has demonstrated the effect of social interaction on psychological health (Lincoln, 2000). Moreover, adaptive coping can enhance an individual's mental health (Chan et al., 2021).

Table 3
Relationship between resilience and stress in nursing students (N=223)

Resilience	Stress				Correlation Coefficient	P value
	Mild	Medium	Severe	Total		
Very Low	0	0	0	0	-0.591	0.000
Low	0	0	5	5		
Average	0	13	51	64		
High	0	61	82	143		
Very high	0	9	2	11		

Since the data for all variables were not normally distributed, the bivariate testing was analyzed using the gamma test. According to table 3, the majority of students with severe stress have high levels of resilience, but there are also students with low, average, and very high levels. The bivariate test revealed a correlation between student resilience and stress ($p = 0.000$). The correlation between these two variables is moderately weak and negative or in the opposite direction, indicating that the greater the resilience, the lower the stress or vice versa. This study revealed that despite a significant correlation between

resilience and stress, students did not always demonstrate a lack of resilience in the face of extreme stress. In a previous study, factors that can enhance resilience were identified. Families play a crucial role in fostering resilience. The family will provide social support to the family member in order for them to face the problem with resilience (Diab et al., 2015). Individuals' resiliency can be improved by coping mechanisms and emotion regulation (Jiang et al., 2022). A person's adaptive coping mechanism will aid in decreasing their stress level. Cognitive reappraisal is a type of emotion regulation that can impact resilience (Jiang et al., 2022).

Table 4
Relationship between resilience and mental well-being of nursing students (N=223)

Resilience	Mental Well-being				Correlation Coefficient	P value	
	Very low	Below average	Average	Above average			Total
Low	3	1	1	0	5	0.758	0.000
Average	7	8	47	2	64		
High	0	5	113	25	143		
Very high	0	0	7	4	11		
Total	10	14	168	31	223		

The bivariate test results presented in Table 4 revealed a significant relationship between resilience and the mental health of nursing students ($p=0.000$). The correlation is categorized as weak, and its direction is positive, indicating that the higher the resilience, the greater the mental well-being of students, or vice versa. Resilience is a person's capacity to recover after enduring stressful conditions or adversity (Smith et al., 2010). The greater an individual's resilience, the greater his or her mental health. The findings

of this study concur with those of previous research indicating a significant link between resilience and psychological health. (Lincoln, 2000). Even though clinical practice may be a source of stress for students, the lecturer can use the debriefing technique to increase their resilience. Students are required to be able to draw meaning from their clinical practice experiences through reflective thought (Plowe, 2020).

LIMITATION OF THE STUDY

The sample size for each location is not the same, so we can't compare the result of resilience, stress, and mental well-being of nursing students for each study location.

CONCLUSIONS AND SUGGESTIONS

The majority of nursing students in Jakarta, Bogor Depok, Tangerang, and Bekasi have a high level of resilience (64.1%), a high level of stress (62.8%), and an average level of mental well-being (75.3 %). There was a significant correlation between nursing student resilience and stress. In addition, there was a significant relationship between mental health and resilience among nursing students in Jakarta, Bogor, Depok, Tangerang, and Bekasi. Stress management interventions are needed so that nursing students can undergo their education well and maintain high resilience and improve mental well-being.

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ETHICAL CONSIDERATIONS

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Conflict of Interest Statement

The authors declare that there is no conflict of interest.

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