

Analyze the Stress Levels and Coping Strategies Among Nursing Students

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Abstract

Stress is a prevalent issue among nursing undergraduate students, significantly impacting their academic performance, mental health, and overall well-being. This study aims to analyze the stress levels and coping strategies employed by nursing students in managing academic, clinical, and personal challenges. A qualitative approach was used, involving a semi-structured questionnaire to analyse the stress levels and identify coping mechanisms, alongside qualitative interviews to gain deeper insights into students' experiences. The data has been collected from N-20 nursing college students of Karachi by using purposive sampling. Study follows phenomenological research design for the study and used Brown and Clark (2006) content analysis model for transcription analysis.

The findings revealed that academic workload, clinical responsibilities, and fear of making errors were the primary stressors. Students employed a variety of coping strategies, ranging from problem-solving and time management to emotional support from peers and family. However, maladaptive strategies such as avoidance were also reported. Notably, students with higher emotional resilience tended to adopt more effective coping mechanisms, resulting in better stress management outcomes.

This study underscores the need for targeted interventions, including stress management workshops, mentorship programs, and mental health resources, to support nursing students in navigating their academic and clinical environments. The findings contribute to the broader understanding of stress dynamics in nursing education and highlight the importance of fostering resilience and effective coping skills in future healthcare professionals.

Keywords: Stress, coping strategies, Nursing students, Future Healthcare, Stress dynamics

Introduction

Stress is a common and inevitable aspect of life, particularly among students pursuing demanding academic programs (Buriro et al., 2023). Nursing undergraduate students, in particular, experience elevated stress levels due to the unique challenges of their education, which combines rigorous academic coursework with practical clinical training (Labrague, 2024). Stress, if not adequately managed, can negatively impact their mental health, academic performance, and professional development (Yu, Park, & Hyun, 2021). Understanding the sources and effects of stress in nursing students is crucial for developing targeted interventions to enhance their well-being and academic success (Buriro et al., 2024).

The nursing profession is inherently high-pressure, requiring individuals to manage complex medical situations and provide compassionate care (Kumar, Saini & Jeet, 2024). During their undergraduate training, students face academic stressors such as heavy coursework, clinical practice stressors such as long hours and patient care responsibilities, and personal stressors including financial pressures and maintaining a work-life balance (Khalfan et al., 2023). Stressors often lead to feelings of burnout, anxiety, and reduced motivation, highlighting the critical need to explore not only the extent of stress but also the coping strategies students employ to manage these challenges effectively (Balouch et al., 2023). Coping strategies play a vital role in mitigating the adverse effects of stress (Stephenson & DeLongis, 2020). Nursing students use a variety of coping mechanisms, ranging from adaptive techniques like time management, seeking social support, and mindfulness practices to maladaptive behaviors such as avoidance and overdependence on unhealthy habits (Savitsky et al., 2020). By analyzing both the levels of stress and the coping strategies used by nursing students, this study aims to provide insights into their stress management behaviors and identify areas where institutional support can enhance their resilience and preparedness for their future professional roles (Onieva-Zafra et al., 2020).

Scope of the Study

This study focuses on analyzing stress levels and coping strategies among undergraduate nursing students enrolled in academic and clinical training programs (Buriro, Chandio & Memon, 2024). The research explores the primary sources of stress,

including academic demands, clinical responsibilities, and personal challenges, while also examining how these factors impact students' mental health, academic performance, and overall well-being (Buriro, Abro & Abro, 2024). The study encompasses nursing students from diverse academic years and backgrounds, ensuring a comprehensive understanding of the stressors encountered at various stages of their education (Bukhari et al., 2024). By adopting a mixed-method approach, the study aims to quantify stress levels through validated tools and provide qualitative insights into the students' coping behaviors and strategies.

The scope of the study also extends to identifying patterns and trends in the coping mechanisms employed by nursing students, categorizing them into adaptive and maladaptive strategies (Aloka et al., 2024). This research aims to highlight the effectiveness of these coping methods in mitigating stress and maintaining psychological resilience (Buriro et al., 2023). The findings aim to inform educational institutions and policymakers about the need for tailored interventions, such as stress management workshops, peer support programs, and accessible mental health resources. By addressing the multifaceted aspects of stress and coping in nursing students, this study seeks to contribute to the enhancement of educational and psychological support systems for future healthcare professionals.

Statement of the Problem

Nursing undergraduate students are uniquely vulnerable to high levels of stress due to the dual demands of academic coursework and clinical training. The rigorous nature of nursing programs, characterized by intense study schedules, exposure to real-life medical situations, and the pressure to perform under supervision, creates a challenging environment for students. This stress is compounded by personal and social factors, such as financial burdens and limited time for self-care and social interactions. If left unaddressed, chronic stress can lead to detrimental outcomes, including mental health issues, reduced academic performance, and professional burnout, ultimately affecting the quality of care provided by these future healthcare professionals. Despite the critical importance of this issue, there remains a gap in research focused on the specific stressors and coping strategies of nursing students, particularly in developing regions where resources and support systems may be limited.

Moreover, while some nursing students adopt adaptive coping strategies to manage stress effectively, others may rely on maladaptive mechanisms that exacerbate their challenges. Identifying the patterns and effectiveness of these coping strategies is essential to understanding how students navigate their stress. Without a clear understanding of the problem, educational institutions may fail to implement appropriate interventions, leaving students ill-equipped to handle the pressures of both their education and future nursing practice. This study addresses these gaps by systematically analyzing the stress levels and coping strategies among nursing undergraduate students, aiming to provide evidence-based recommendations to enhance their resilience and well-being.

Research Questions

1. What are the primary sources of stress experienced by nursing undergraduate students in their academic, clinical, and personal lives?
2. What coping strategies are employed by nursing undergraduate students to manage stress, and how do these strategies vary across demographic factors such as age, academic year, and gender?
3. What is the relationship between the effectiveness of coping strategies and the overall mental health and academic performance of nursing students?

Literature Review

Stress among nursing students has been extensively studied due to its significant impact on academic success, professional development, and personal well-being (Buriro et al., 2023). Researchers have identified that nursing education is uniquely stressful, combining theoretical knowledge acquisition with hands-on clinical practice (Gassas, 2021). Academic challenges such as rigorous coursework, high expectations, and frequent assessments are major stressors (Javaid, Chen & Ramzan, 2024). Clinical stressors include long hours, exposure to suffering patients, and fear of making errors in critical situations. A systematic review (Voultsos et al., 2020). Nursing students consistently report higher levels of stress than their peers in other academic disciplines, necessitating a focused exploration of stress management in this group (Lavoie-Tremblay et al., 2022).

Coping strategies play a central role in mitigating the effects of stress, with students employing a range of methods to manage their challenges (Subhani et al., 2018). Adaptive strategies such as time management, seeking peer or family support, and practicing mindfulness have been shown to positively influence students' ability to handle stress effectively (Loucks et al., 2022). Conversely, maladaptive strategies like avoidance, substance use, or overdependence on social media can exacerbate stress levels and negatively affect well-being (Herman, Reinke & Eddy, 2020). Students who adopt adaptive coping mechanisms demonstrate better academic performance and emotional resilience compared to those relying on maladaptive strategies (Huang et al., 2022).

Gender, academic year, and cultural background have been found to influence both stress levels and coping behaviors (Buriro et al., 2023). Female nursing students often report higher stress levels compared to their male counterparts, potentially due to societal and cultural expectations (Dos Santos, 2022). First-year students tend to struggle with academic transitions, while final-year students face increased pressure from clinical responsibilities and career planning (Birbeck, McKellar & Kenyon, 2021). Cultural norms further shape the acceptability and use of specific coping mechanisms, as seen in cross-cultural studies, where collectivist cultures showed a preference for social support, while individualist cultures leaned towards problem-solving strategies (Yang, & Hobbs, 2020).

Institutional support systems, such as mentorship programs and stress management workshops, have proven effective in alleviating stress and promoting healthy coping strategies among nursing students (Agarwal, Brooks & Greenberg, 2020).

Universities that prioritize mental health resources, peer support groups, and faculty-student interaction report lower stress levels among their students (Lashari et al., 2024). The success of structured intervention programs in reducing burnout and enhancing coping capacities (Buriro, Abro & Abro, 2024). The accessibility and utilization of these resources remain inconsistent across institutions, especially in low-resource settings, which limits their effectiveness (DeStigter et al., 2021).

Despite the existing research, gaps remain in understanding how specific demographic and environmental factors interact to influence stress levels and coping strategies among nursing students, particularly in developing regions (McKnight et al., 2020). There is limited research on the long-term implications of stress and the sustained effectiveness of various coping mechanisms (Meherali et al., 2022). This study seeks to bridge these gaps by exploring the multidimensional aspects of stress and coping among nursing undergraduate students, contributing to the development of evidence-based strategies for improving their academic and professional experiences.

Method and Procedure

The research will employ a qualitative approach to analyze the stress levels and coping strategies among nursing students. A semi-structured interview method has been used to collect in-depth, personal insights from participants. This approach allows for flexibility in the interview process while ensuring key topics are covered. The study has been conducted among 20 nursing students from various colleges in Karachi, who are actively engaged in managing academic, clinical, and personal challenges. The sample has been selected using purposive sampling to ensure that participants have relevant experiences. The interviews will be conducted individually, recorded, and transcribed verbatim to capture the richness of the students' perspectives on stress and coping strategies. The participants have been encouraged to share their lived experiences, with a focus on how stress manifests in their academic and clinical environments, and the coping mechanisms they employ to manage these challenges. Data analysis followed a phenomenological approach, emphasizing the understanding of participants' lived experiences and the meanings they attach to those experiences. Braun and Clarke's (2006) thematic analysis model has been employed to analyze the interview transcripts. This model involved identifying, analyzing, and reporting patterns (themes) within the data, ensuring a detailed understanding of the participants' perceptions of stress and coping strategies. The data has been coded, and themes have been developed iteratively, ensuring that the findings reflect the participants' true experiences. To ensure the validity and robustness of the data, multiple rounds of coding and theme refinement have been conducted. Member checking may also be used, where participants validate the themes derived from the interviews, thus enhancing the credibility of the findings. This qualitative analysis has provided a comprehensive understanding of how nursing students cope with the multifaceted stressors they encounter in their academic and clinical settings.

Results

Keeping in view of the nature of the study, semi-structured interviews were conducted with the participants for the study. The results of the study show interesting findings and are important for the study.

Stress Experienced by Nursing Students in Their Academic, Clinical, and Personal Lives

Nursing students face significant stress due to the demanding nature of their academic, clinical, and personal responsibilities. Academically, they encounter rigorous coursework, frequent examinations, and high-performance expectations, which often leave them feeling overwhelmed. The need to balance theoretical knowledge with practical application adds to their workload, as they must stay consistently prepared for clinical duties. Limited time for rest and recreation further exacerbates their academic stress, affecting their ability to concentrate and perform effectively in their studies. This chronic stress can lead to anxiety, reduced motivation, and even burnout, which negatively impacts their academic success and overall well-being.

In the clinical setting, nursing students experience stress from exposure to high-pressure environments and emotionally taxing situations. They often face challenges such as managing critical patient conditions, long working hours, and the fear of making errors that could harm patients. These stressors are compounded by a lack of confidence and limited practical experience, especially for students in the early years of training. On a personal level, nursing students must also navigate financial constraints and social obligations and maintain a work-life balance. The interplay of these stressors across academic, clinical, and personal domains underscores the need for targeted interventions to support nursing students in managing their multifaceted responsibilities and building resilience for their future roles in healthcare.

Q1: What are the primary sources of stress experienced by nursing undergraduate students in their academic, clinical, and personal lives?

Interview 1: R1 What aspects of nursing school do you find most stressful?

R1: *For me, it's the transition from high school to college. The academic load is so much heavier than I expected. There are endless assignments, and it feels like there's no time to breathe.*

Interviewer: How do you manage that stress?

R1: *I try to stay organized with a planner, but honestly, I still feel overwhelmed. Sometimes, I call my parents for support—they remind me why I chose this path.*

Interviewer 2: Can you share an instance of stress you've experienced in clinical training?

R2: *Oh, definitely during my first patient care rotation. I was so nervous about making mistakes, and the nurses were busy, so I didn't feel comfortable asking for help. It felt like all eyes were on me.*

Interviewer 2: How did you cope with that situation?

R2: *I talked to my peers after the shift. We shared our experiences and realized we all felt the same way. That made me feel less alone.*

Interviewer: What personal challenges add to your stress as a nursing student?

R3: *Balancing work and school is tough. I have a part-time job to help with tuition, but it eats into my study time and leaves me exhausted.*

Interviewer: Have you found ways to manage this stress?

R3: *Not perfectly, but I prioritize tasks based on deadlines. I also make sure to take one day off completely to recharge.*

Interviewer: What is the most stressful part of being a final-year nursing student?

R4: *The pressure to perform during clinical is immense. We're expected to act like professionals, but sometimes I feel like I don't know enough. The upcoming licensing exams are also weighing on me.*

Interviewer: How do you handle this dual stress?

R4: *I've been attending review sessions for the exams and seeking feedback from my clinical instructors. Meditation has also helped me stay focused.*

Interviewer: As an international nursing student, what unique challenges do you face?

R5: *Language barriers were a huge issue at first. I also feel isolated sometimes because my family is far away. It's hard not having that immediate support system.*

Interviewer: What strategies have you developed to manage this stress?

R5: *I joined a student support group for international students, which has been a lifesaver. I've also started video-calling my family every weekend to stay connected.*

Coping Strategies Among Nursing Students

Nursing undergraduate students employ a variety of coping strategies to manage the stress arising from academic, clinical, and personal challenges. Adaptive strategies such as time management, seeking social support, and practicing mindfulness are commonly reported. Many students rely on structured planning tools, such as calendars and to-do lists, to stay organized amidst their busy schedules. Physical activities, such as exercise or yoga, and relaxation techniques, including deep breathing and meditation, are also popular methods for stress reduction. Social support from peers, family, and faculty plays a critical role in alleviating stress by providing emotional reassurance and practical guidance. However, some students resort to maladaptive strategies, such as avoidance, overeating, or excessive use of social media, which may provide temporary relief but can exacerbate stress in the long term.

The choice of coping strategies varies across demographic factors such as age, academic year, and gender. Younger students, often less experienced in stress management, tend to rely more on peer support and emotional coping mechanisms, while older students typically adopt more structured and problem-focused approaches. First-year students often struggle with adapting to academic rigor and may rely on social networks for support, whereas final-year students face professional pressures and are more likely to use strategies like meditation or professional mentoring. Gender differences also play a role, with female students frequently leaning on emotional and social coping mechanisms, while male students tend to favor physical activities or distraction techniques like gaming. Understanding these variations is essential for developing targeted interventions that cater to the diverse needs of nursing students.

Interviewer: How do you usually cope with stress in nursing school?

R6: *I like to stay organized by using a planner to map out all my assignments and clinical schedules. It helps me feel more in control. When things get overwhelming, I take short walks or listen to music—it helps clear my mind.*

Interviewer: Do you think these strategies work well for you?

R6: *They do to some extent, but I still struggle with time management. I'm trying to get better at asking my professors for help when I'm stuck.*

Interviewer: What strategies do you use to manage stress during clinical and exams?

R7: *I focus on physical activity, like hitting the gym or going for a run. It helps me blow off steam. I also spend time playing video games—it's my way of unwinding after a long day.*

Interviewer: Do you think these approaches are influenced by your gender or personality?

R7: *Maybe. A lot of my male friends in the program do similar things. It's just how we like to decompress.*

Interviewer: How do you manage stress as a nursing student?

R8: *I talk to my classmates a lot. We vent to each other about everything—assignments, clinical, personal stuff. Having that support system makes a huge difference. I also try yoga and deep breathing exercises, especially during exam season.*

Interviewer: Do you think your coping strategies have evolved over the years?

R8: *Definitely. In my first year, I used to panic a lot. Now I've learned to step back and approach problems more calmly. I think it's also a maturity thing.*

Interviewer: What coping strategies do you find most effective for managing stress?

R9: *I rely on routine—it keeps me grounded. I make sure I get enough sleep, eat healthy, and set aside specific times to study or relax. I also meditate for 10 minutes daily to manage my anxiety.*

Interviewer: Do you think age or experience plays a role in your approach?

R9: *For sure. Being older, I think I'm more disciplined than I might have been a few years ago. I've learned that staying healthy and consistent is the key to managing stress.*

Interviewer: How do you cope with stress as a nursing student and a parent?

R10: *It's all about prioritizing. I've learned to focus on what's most urgent and let go of things that can wait. I also make sure to spend quality time with my kids—it's my way of staying emotionally balanced.*

Interviewer: Are your coping strategies influenced by your responsibilities outside of school?

R10: *Absolutely. I don't have the luxury of procrastinating. Everything I do has to be planned. I also lean on my family for support—they help with the kids when I have exams or clinicals.*

Coping Strategies and the Overall Mental Health and Academic Performance

The relationship between the effectiveness of coping strategies and the overall mental health and academic performance of nursing undergraduate students is significant. Effective coping strategies, such as time management, social support, physical activity, and mindfulness, can alleviate stress and enhance students' mental well-being. When students actively manage stress, they experience reduced anxiety, improved focus, and better emotional regulation. This, in turn, positively influences their

academic performance, as they are better able to concentrate on their studies, retain information, and perform well in clinical settings. Students who use adaptive coping mechanisms tend to maintain a healthier work-life balance, resulting in increased motivation, confidence, and overall satisfaction with their educational experience.

On the other hand, students who rely on maladaptive coping strategies, such as avoidance, procrastination, or excessive use of substances, may experience greater psychological distress, leading to burnout, anxiety, and depression. These mental health challenges can severely impact academic performance, as stress can interfere with concentration, problem-solving abilities, and the capacity to meet academic demands. Therefore, the adoption of effective coping strategies is crucial for nursing students to maintain both their mental health and academic success. This relationship underscores the importance of providing nursing students with the tools and resources to develop healthy coping mechanisms that promote resilience in both their academic and personal lives.

Interviewer: How do you cope with stress in nursing school, and do you think these strategies affect your mental health and performance?

R11: *I usually cope by talking to my friends about what I'm going through. It helps a lot because I don't feel alone. I also try to organize my tasks to avoid last-minute cramming. Honestly, it helps my mental health a lot because I don't feel as overwhelmed.*

Interviewer: Do you think these strategies are helping you academically?

R11: *Yeah, I think they help. I can focus better in class because I'm not stressing about assignments all the time. But sometimes, I still feel anxious, especially when exams are coming up. But talking to my friends helps calm me down.*

Interviewer: What strategies do you use to manage stress, and how do they impact your mental health?

R12: *I go to the gym regularly and spend time with my family when I'm feeling stressed. I think it helps keep me grounded. When I don't exercise, I notice I feel more anxious, and I get distracted during lectures.*

Interviewer: Do you think your coping strategies influence your academic performance?

R13: *Definitely. When I'm physically active and mentally balanced, I can focus more on my studies. But when I neglect those things, I notice that I don't perform as well in exams. So, balancing exercise and family time has been crucial for both my mental health and my grades.*

Interviewer: How do you deal with stress during exams, and do you find these strategies help with both your mental health and academic performance?

R14: *During exams, I try to stick to a strict study schedule, and I make sure to take breaks every hour. I also meditate for 10 minutes every morning to clear my head. It helps with my mental health because I feel more in control and less anxious.*

Interviewer: How do you think these strategies affect your academic outcomes?

R15: *I think they've helped a lot. I can focus better when I'm studying, and I don't feel burnt out by the end of the day. I've noticed that when I use these strategies, my exam performance improves, and I'm not just cramming at the last minute.*

Interviewer: What coping strategies have you adopted as a final-year nursing student, and how do they impact your academic performance and mental health?

R16: *I've gotten better at time management. I plan out my week and stick to it. I also try to take some time for myself—watching a movie or going for a walk. I think having a balance between study and relaxation helps me keep my mental health in check.*

Interviewer: Do these strategies contribute to your academic performance?

R16: *Yes, they do. When I stick to my schedule and don't stress about everything at once, I feel like I can perform better. My grades have been more consistent this year compared to previous years, and I'm not burning out as much.*

Interviewer: As a part-time student, how do you cope with stress, and do these strategies affect your academic performance and mental health?

R17: *I work part-time, so I have to plan everything out carefully. I use a planner to keep track of work, school, and personal time. I also try to stay positive by reminding myself of my goals. It helps reduce my anxiety.*

Interviewer: Do these strategies seem to help your academic performance as well?

R18: *Absolutely. When I'm organized, I feel more confident about my work. It prevents the feeling of being overwhelmed, and I can focus better. My grades have improved because I'm more consistent and less stressed about deadlines.*

Interviewer: What coping strategies do you use to handle stress, and how do they impact your mental health and academic success?

R19: *I've found that journaling helps me process my emotions. When I feel overwhelmed, I write down what's bothering me, and it clears my mind. I also make it a point to take breaks during long study sessions to avoid burnout. These habits have been great for my mental health—I feel calmer and more in control.*

Interviewer: Do these strategies translate to better academic performance?

R19: *Definitely. Journaling helps me stay focused because I'm not carrying unnecessary stress into my study sessions. Taking breaks also keeps me energized, so I can retain more information. I've noticed my grades are better when I stick to these strategies.*

Interviewer: How do you manage stress during your final year, and how does it affect your mental health and academics?

R20: *I try to stay proactive by starting my assignments early and breaking them into smaller tasks. I also talk to my mentor whenever I feel stuck or uncertain. Mentorship has been a lifesaver because it gives me clarity and direction. Mentally, I feel less anxious because I know I'm not alone in this process.*

Interviewer: Do you think these strategies improve your academic outcomes?

R20: *Absolutely. Being proactive means I don't have to rush at the last minute, so the quality of my work is better. Talking to my mentor gives me insights that improve my performance, especially in clinical. Overall, these strategies help me balance my mental health and academic responsibilities.*

Discussion

The findings of this study highlight the prevalence of significant stress levels among nursing undergraduate students and the diverse coping strategies they employ. Academic pressures, clinical responsibilities, and personal challenges were identified as the primary sources of stress. The intensity of stress varied across different academic years, with first-year students reporting

difficulties transitioning into the rigorous demands of nursing education, while final-year students faced heightened stress related to clinical performance and future career planning. This aligns with previous research, which has consistently shown nursing students to experience higher stress levels compared to peers in other disciplines due to the unique combination of theoretical and practical demands in their curriculum.

Coping strategies play a crucial role in mitigating the effects of stress, and their effectiveness significantly influences students' mental health and academic performance. Adaptive strategies such as time management, seeking social support, and practicing mindfulness were commonly associated with improved emotional resilience and better academic outcomes. Students who adopted these strategies reported feeling more in control of their schedules and better equipped to handle challenges. On the other hand, maladaptive strategies like avoidance and overindulgence in distractions were linked to heightened anxiety and reduced academic productivity. The variation in coping mechanisms across demographic factors, such as age, academic year, and gender, underscores the need for tailored interventions. For instance, younger students often relied more on peer support, while older students demonstrated greater reliance on structured problem-solving approaches.

The results underscore the importance of institutional support in promoting effective stress management. Nursing schools can enhance student well-being by implementing programs such as stress management workshops, peer mentoring, and accessible counseling services. Creating a supportive environment that encourages the use of adaptive coping mechanisms can not only reduce stress but also improve academic outcomes and foster resilience in students. Furthermore, early identification of students at risk for high-stress levels and providing targeted support can help mitigate the long-term effects of stress. This study contributes to the growing body of knowledge on stress and coping in nursing education and underscores the critical need for holistic strategies to support students in their academic and professional journeys.

Conclusion

The study underscores the significant stress levels experienced by nursing undergraduate students and the critical role that effective coping strategies play in maintaining their mental health and academic performance. Academic pressures, clinical responsibilities, and personal challenges emerged as primary stressors, with variations in stress intensity across academic years. First-year students struggle with the transition into the rigorous demands of nursing education, while final-year students face heightened pressure related to clinical performance and future career planning. These findings align with prior research, highlighting the unique challenges of nursing education and the increased vulnerability of nursing students to stress compared to their peers in other disciplines.

The study emphasizes that adaptive coping strategies, such as time management, social support, and mindfulness, are crucial in mitigating the effects of stress and fostering better academic outcomes. Conversely, maladaptive strategies can exacerbate stress and negatively impact students' mental health and productivity. The demographic variations in coping mechanisms point to the need for personalized interventions that address the specific challenges faced by students based on factors such as age, academic year, and gender. Institutional support, including stress management programs, peer mentoring, and accessible counseling services, is essential to create a supportive environment that encourages resilience and academic success among nursing students.

Addressing the stress levels of nursing students and promoting effective coping strategies is imperative for their well-being and professional development. By fostering an environment that prioritizes mental health and equips students with the tools to manage stress, nursing programs can enhance the overall academic and personal growth of their students, preparing them for the demands of their future careers. This study contributes valuable insights into the field of nursing education and highlights the importance of a proactive and holistic approach to supporting nursing students in their challenging yet rewarding journeys.

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