

SUMMARY

The data obtained from this study will give insights to nurse educators and help them in creating clinical learning environment that promotes student's professional development and enhance academic achievement.

Thus, the aim of this study was to identify the different sources of stressors affecting baccalaureate nursing students' performance in the clinical setting as identified by the students in the different academic levels & to find out the relationship between state and trait anxiety of the student and their identification of clinical stressors.

A random sample of thrity students from each of the academic years & the internship year were selected making a total of 150 students at the High Institute of Nursing Benha University attending the academic year of 1997-1998.

As the clinical stressors confronting nursing students were grouped into four dimensions, dimension I (Nature of nursing profession), dimension II (clinical setting), dimension III (working with different types of patients), dimension IV (the evaluation process).

The tools utilized to collect data in this study were:

- The student clinical stressors scale (SCSS) constructed by *El-Sebaie (1991)* to identify the different stressors which confront students in the clinical setting.
- State – trait Anxiety Inventory (STAI) constructed by *Spielberger, Gorsuch and Lushene (1970)*; translated and validated into Arabic by *Kazem (1985)* to indicate if students feel anxious at the time of the test's application, and describe their state anxiety.

The results showed that the total clinical stressors scores were the highest for the second year students (111.2 ± 21.03) as compared with the other years & lowest scores were observed among the internship year student (96.57 ± 17.1). In relation to the nature of nursing profession, the students in the first, second, third, fourth and internship years identified it as highly stressful, 52.86%, 57.14%, 67.62%, 64.76% and 50% respectively.

Regarding the clinical setting, the students in the first, second, third, fourth and internship years identified it as highly stressful, 38.61%, 50.27%, 50.56%, 44.72% and 40.83% respectively. In relation to working with different types of patients, the students in the first, second, third, fourth and internship years identified it as highly stressful, 47.5%, 53.13%, 46.88%, 48.75% and 41.25% respectively. Beside in relation to

the evaluation process, the students in the first, second, third, fourth and internship years identified it as highly stressful by 34.67%, 56.67% 48.33%, 45.33% and 41.33% respectively.

It is astonishing to find that the state and trait anxiety level of the students were relatively low for all students and almost nearly the same for all students in the different academic years.

Last but not least, a positive correlation was found between state and trait anxiety among the first, second, third and fifth year students. A positive correlation was found between trait anxiety and the level of clinical stressors among the fourth year students.