

Determinants of Distress among Faculty of Nursing Students at Assiut University

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Abstract: Students are subjected to different kinds of stressors such as pressure of academics with an obligation to succeed, an uncertain future and difficulties of integrating into the system.

Aim of the study: The aim of the present study was to identify determinants of distress among Faculty of Nursing students in Assiut University.

Subjects and Method: A descriptive study design was utilized in the present study. The study subjects included half of the total students currently enrolled in the four academic years (2013-2014) at Faculty of Nursing, Assiut University with total number of (n= 400).

Results: Among first year students personal problems and academic load were highest, while among second, third, and fourth year students, interface worries and personal problems, and academic load were highest respectively with highly statistically significant differences for all factors among four academic years of nursing students (** $P \leq 0.05$) except academic load ($P = 0.404$).

Conclusions:- The most determinants of nursing students distress were personal problems and academic load.

Recommendations: Designing a suitable stress intervention program for college students as conflict management training program to deal with intrapersonal factors, the time management training to learn to balance study and leisure time and the social skill training program to improve interpersonal relations should be incorporated in the college curriculum.

Key Words: Determinants- Distress- Nursing Students.

I. Introduction

Stress is the emotional and physical strain caused by our response to pressure from the outside world. It is specific response by the body to a stimulus that disturbs normal functioning. A Stressor is an event or any stimulus that cause an individual to experience stress. It's almost impossible to live without some stress and most of us wouldn't want to, because it gives life some spice and excitement. But if stress gets out of control, it may harm health, your relationship and your enjoyment of life. Common stress reactions include tension, irritability, inability to concentrate and a variety of physical symptoms i.e. headache and fast heart beat. Stress results from the interaction between stressors and the individual's perception and reaction to those stressors. The amount of stress experienced may be influenced by the individual's ability to effectively cope with stressful events and situations (Sharma &Kaur, 2011).

Stress can be a neutral, negative or positive experience. Apart from negative events, positive occurrences may also be stressful as they involve changes to which people must adapt. Stress resulted from negative events is distress while eustress is stress caused by positive events. Regardless of the negativity or positivity of stress, a certain level of stress is required for well-being. The responses to stress is called the general adaptation (adjustment) or stress syndrome. However, excess stress, as well as long-term stressful condition, can disrupt performance and cause a variety of emotional, behavioral and physiological problems which occur in a "vicious cycle (Lin &Yusoff, 2013).

Students are subjected to different kinds of stressors such as the pressure of academics with an obligation to succeed, an uncertain future and difficulties of integrating into the system. The students also face social, emotional, physical and family problems which may affect their learning ability and academic performance. In recent years there is growing appreciation of stressors involved in Medical and Nursing training College students, especially freshmen, are a group particularly prone to stress due to the transitional nature of college life. Too much stress can cause physical and mental health problems, reduce self-esteem and may affect students academic achievement (Rafidah et al., 2009).

It is well recognized that nursing is a stressful occupation. The majority of studies conducted within the field of nursing have referred to the work of Lazarus to place their work around stress within a theoretical context who have defined stress " a particular relationship between the person and the environment that is appraised by the person as taxing or exceeding his or her own resources and endangering his or her well-being" (**Edwards et al.,2010**). Stress among nursing students is considered as a global issue and the identification of potential stressors among them has received much attention according to the literature which act as a determinants of distress. Fear of making mistakes in clinical procedures that can cause harm to their patients enhance their stress in these practical circumstances (**Goldberg &Willams ,1998**)

It has been suggested by **Rhead, (1995)** that the problem of stress does not begin when the nurse starts working on the wards, but is evident during nurse training. Stress has been identified as an important psychosocial factor in the educational process because it may influence academic performance and student well-being(**Lin&Yusoff , 2013**) .

Significance of the study

Modern nursing has become both complex and extensive due to new functions and responsibilities added to it throughout the years. Therefore, there is a demand not only for increasing the number of nurses, but for an improvement of the quality of nursing care. Nursing education aims to produce a lifelong learner who can adapt effectively to changes in both the theory and the practice of nursing and prepare general nurses for employment in the national health care system (**Ellawela1&Fonseka, 2011**). So, the researcher decided to make this study to identify the determinant of distress among faculty of nursing students at Assiut University.

Aim of the study

The aim of the present study is to identifydeterminants of distress among Faculty of Nursing students in Assiut University.

Research question

- What are the common determinants of distress among the four nursing academic years at Assiut University?

Subject and Method

Research design

A descriptive study design was utilized in the present study.

I-Setting

This study was conducted at Faculty of Nursing-Assiut University. Faculty of Nursing was built in 1982 as a Higher Institute of Nursing which followed the Faculty of Medicine then issued Presidential Decree number (200) of 2000 turned to be Faculty of Nursing. Now, It included eight departments as the following ; Department of Adult Nursing with total number of thirty one staff members; Department of Gynecology and Obstetrics Nursing with total number of twenty two staff members; Department of Pediatric Nursing with total number of twenty one staff members; Psychiatric and Mental Health Nursing with total number of sixteen staff members; Nursing Administration Department with total number of fourteen staff members; Community Health Nursing Department with total number of seventeen staff members; Department of Geriatric Nursing with total number of eight staff members; and Department of Critical Care Nursing with total number of ten staff members. Faculty of Nursing included Fourteen Laboratory available for different specialties.

II. Subjects

The study subjects included half of the total students currently enrolled in the four academic years (2013-2014) at Faculty of Nursing, Assiut University with total number of (n= 400).

III. Tool Of The Study

Thestudy tool developed by **Goldberg and Williams, (1998)** which consisted of one part included 25 statements that is divided into four factors of potential sources of distress: seven items representing academic load, seven items representing Clinical concerns, four items representing Personal problems , and seven items representing Interface worries. The possible responses of this part were: not distressed (1), mild distressed (2), moderate distressed (3), extremely distressed (4), and sever distressed (5).

IV. Administrative Design

An official permission was obtained from the Dean of the Faculty of Nursing-AssiutUniversity , head of each department in the faculty. Arrangements were done to avoid any delays or affection of the regular teaching/learning activities.

V. Operational Design

This design explains the steps of actual implementation of the study, including preparatory phase, the pilot and the field work.

Preparation phase

This phase took about two months October and November 2013 which included review the available literature concerning the topic of the study and prepare and translate of the study tool.

Pilot study

A pilot study was conducted to test the reliability, applicability and practicability of the questionnaire and detect the obstacles and problems that may be encountered during data collection. It also helped to estimate time needed to fill questionnaire. It was carried out on 20 students from first academic year and was excluded from the study sample. The reliability of the questionnaire was ($\alpha = 0.89$) that indicate a high reliability and the validity was done by five of experts from Nursing Administration- Faculty of Nursing – Assiut University. Data collected from the pilot study were reviewed prior to the final application of the study tool.

Field work

After ensuring the clarity of the study tool, the actual data collection from students' nurses was started. The data collection phase of the study took about two months March and April (2013- 2014). The researchers give each nurse student the study tool after explanation of the aim of the study. Each student took about 15 minutes to fill the questionnaire.

Ethical considerations

All the relevant principles of ethics in research were followed. The study protocol was approved by the pertinent authority. Participants' consent to participate was obtained after informing them about their rights to participate, refuse, or withdraw at any time. Total confidentiality of any obtained information was ensured. The study maneuver could not entail any harmful effects on participants.

VI. Statistical Design

Upon completion of data collection, data entry was done using Epi-Info 6.04 computer software package, while statistical analysis was done using SPSS 16.0 statistical software packages. Data were presented using descriptive statistics in the form of means and standard deviations for quantitative variables.

VII. Results

Table (1):Distribution of distress factors among first year faculty of nursing students in Assiut University (n= 100)

Factors	Not distressed		Mild distressed		Moderate distressed		Extremely distressed		Sever distressed		X ²	P. value
	No.	%	No.	%	No.	%	No.	%	No.	%		
Academic load												
▪ Amount of class work material to be learned	48	48.0	16	16.0	19	19.0	11	11.0	6	6.0	53.9	<0.001**
▪ Difficulty of class work material to be learned	29	29.0	30	30.0	16	16.0	14	14.0	11	11.0	15.7	0.003**
▪ Examination and/or grades	16	16.0	12	12.0	21	21.0	25	25.0	26	26.0	7.1	0.131
▪ Fear of failing in course	13	13.0	17	17.0	13	13.0	22	22.0	35	35.0	16.8	0.002**
▪ Too much responsibility	17	17.0	13	13.0	26	26.0	19	19.0	25	25.0	6.0	0.199
▪ Atmosphere created by teaching staff	41	41.0	22	22.0	13	13.0	9	9.0	15	15.0	32.0	<0.001**
▪ You are not sure what is expected of you	28	28.0	27	27.0	15	15.0	10	10.0	20	20.0	11.9	0.018*
Clinical concerns												
▪ Relations with other professionals	45	45.0	21	21.0	10	10.0	10	10.0	14	14.0	43.1	<0.001**
▪ Too much responsibility	17	17.0	31	31.0	20	20.0	15	15.0	17	17.0	8.2	0.085
▪ Client attitudes towards me	36	36.0	18	18.0	26	26.0	9	9.0	11	11.0	24.9	<0.001**
▪ Client attitudes towards my	36	36.0	15	15.0	30	30.0	9	9.0	10	10.0	30.	<0.0

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profession			5							0	1	01**
▪ Atmosphere created by teaching staff	57	57.0	16	16.0	14	14.0	5	5.0	8	8.0	89.5	<0.01**
▪ Relations with staff in the clinical area	57	57.0	19	19.0	13	13.0	5	5.0	6	6.0	92.0	<0.01**
▪ You are not sure what is expected of you	38	38.0	23	23.0	20	20.0	8	8.0	11	11.0	27.9	<0.01**
Personal problems												
▪ Actual personal health problems	38	38.0	18	18.0	12	12.0	10	10.0	22	22.0	24.8	<0.01**
▪ Physical health of other family members	23	23.0	25	25.0	12	12.0	9	9.0	31	31.0	17.0	0.002**
▪ Relationships with parents	31	31.0	9	9.0	15	15.0	10	10.0	35	35.0	29.6	<0.01**
▪ Other personal problems	31	31.0	18	18.0	8	8.0	8	8.0	35	35.0	31.9	<0.01**
Interface worries												
▪ Peer competition	53	53.0	13	13.0	10	10.0	8	8.0	16	16.0	69.9	<0.01**
▪ Attitudes/expectations of other professionals towards nursing	47	47.0	17	17.0	11	11.0	12	12.0	13	13.0	46.6	<0.01**
▪ Lack of free time	46	46.0	15	15.0	17	17.0	10	10.0	12	12.0	43.7	<0.01**
▪ College/School response to student needs	49	49.0	12	12.0	12	12.0	11	11.0	16	16.0	53.3	<0.01**
▪ Lack of timely feedback about performance	48	48.0	21	21.0	11	11.0	8	8.0	12	12.0	53.7	<0.01**
▪ You have no time for entertainment	37	37.0	17	17.0	13	13.0	14	14.0	19	19.0	19.2	0.001**
▪ You do not have enough time for my family	34	34.0	12	12.0	10	10.0	14	14.0	30	30.0	24.8	<0.01**

Table (2): Distribution of distress factors among second year faculty of nursing students at Assiut University (n= 100)

Factors	Not distressed		Mild Distressed		Moderate distressed		Extremely distressed		Sever distressed		X ²	P. value
	No.	%	No.	%	No.	%	No.	%	No.	%		
Academic load												
▪ Amount of class work material to be learned	50	50.0	16	16.0	20	20.0	8	8.0	6	6.0	62.8	<0.001*
▪ Difficulty of class work material to be learned	30	30.0	34	34.0	14	14.0	10	10.0	12	12.0	24.8	<0.001*
▪ Examination and/or grades	14	14.0	11	11.0	23	23.0	19	19.0	33	33.0	14.8	0.005**
▪ Fear of failing in course	11	11.0	10	10.0	13	13.0	16	16.0	50	50.0	57.3	<0.001*
▪ Too much responsibility	13	13.0	17	17.0	23	23.0	21	21.0	26	26.0	5.2	0.267
▪ Atmosphere created by teaching staff	40	40.0	27	27.0	15	15.0	4	4.0	14	14.0	38.3	<0.001*
▪ You are not sure what is expected of you	29	29.0	26	26.0	21	21.0	7	7.0	17	17.0	14.8	0.005**
Clinical concerns												
▪ Relations with other professionals	56	56.0	16	16.0	9	9.0	7	7.0	12	12.0	83.3	<0.001*
▪ Too much responsibility	14	14.0	34	34.0	19	19.0	14	14.0	19	19.0	13.5	0.009**
▪ Client attitudes towards me	42	42.0	25	25.0	18	18.0	6	6.0	9	9.0	41.5	<0.001*
▪ Client attitudes towards my profession	39	39.0	22	22.0	23	23.0	6	6.0	10	10.0	33.5	<0.001*
▪ Atmosphere created by teaching staff	56	56.0	20	20.0	11	11.0	6	6.0	7	7.0	87.1	<0.001*
▪ Relations with staff in the clinical area	50	50.0	21	21.0	14	14.0	6	6.0	9	9.0	62.7	<0.001*
▪ You are not sure what is expected of you	35	35.0	28	28.0	21	21.0	5	5.0	11	11.0	29.8	<0.001*
Personal problems												
▪ Actual personal health problems	43	43.0	24	24.0	8	8.0	8	8.0	17	17.0	42.1	<0.001*

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Physical health of other family members	34	34.0	23	23.0	8	8.0	11	11.0	24	24.0	22.3	<0.001*
Relationships with parents	52	52.0	5	5.0	15	15.0	8	8.0	20	20.0	70.9	<0.001*
Other personal problems	36	36.0	21	21.0	7	7.0	11	11.0	25	25.0	26.6	<0.001*
Interface worries												
Peer competition	41	41.0	21	21.0	13	13.0	9	9.0	16	16.0	31.4	<0.001*
Attitudes/expectations of other professionals towards nursing	35	35.0	19	19.0	14	14.0	11	11.0	21	21.0	17.2	0.002**
Lack of free time	29	29.0	15	15.0	18	18.0	11	11.0	27	27.0	12.0	0.017*
College/School response to student needs	35	35.0	15	15.0	13	13.0	11	11.0	26	26.0	20.8	<0.001*
Lack of timely feedback about performance	33	33.0	23	23.0	16	16.0	10	10.0	18	18.0	14.9	0.005**
You have no time for entertainment	22	22.0	19	19.0	15	15.0	14	14.0	30	30.0	8.3	0.081
You do not have enough time for my family	19	19.0	15	15.0	10	10.0	15	15.0	41	41.0	29.6	<0.001*

Table (3): Distribution of distress factors among third year faculty of nursing students at Assiut University(n= 100)

Factors	Not distressed		Mild distressed		Moderate distressed		Extremely distressed		Sever distressed		X ²	P. value
	No.	%	No.	%	No.	%	No.	%	No.	%		
Academic load												
Amount of class work material to be learned	51	51.0	16	16.0	19	19.0	8	8.0	6	6.0	65.9	<0.001*
Difficulty of class work material to be learned	35	35.0	29	29.0	17	17.0	9	9.0	10	10.0	26.8	<0.001*
Examination and/or grades	8	8.0	12	12.0	26	26.0	22	22.0	32	32.0	19.6	0.001**
Fear of failing in course	4	4.0	10	10.0	16	16.0	19	19.0	51	51.0	66.7	<0.001*
Too much responsibility	7	7.0	14	14.0	19	19.0	24	24.0	36	36.0	23.9	<0.001*
Atmosphere created by teaching staff	40	40.0	22	22.0	15	15.0	9	9.0	14	14.0	29.3	<0.001*
You are not sure what is expected of you	14	14.0	27	27.0	26	26.0	13	13.0	20	20.0	8.5	0.075
Clinical concerns												
Relations with other professionals	60	60.0	18	18.0	12	12.0	4	4.0	6	6.0	106.0	<0.001*
Too much responsibility	14	14.0	19	19.0	26	26.0	19	19.0	22	22.0	3.9	0.420
Client attitudes towards me	57	57.0	18	18.0	12	12.0	7	7.0	6	6.0	90.1	<0.001*
Client attitudes towards my profession	43	43.0	19	19.0	13	13.0	10	10.0	15	15.0	35.2	<0.001*
Atmosphere created by teaching staff	44	44.0	24	24.0	13	13.0	6	6.0	13	13.0	44.3	<0.001*
Relations with staff in the clinical area	43	43.0	30	30.0	14	14.0	6	6.0	7	7.0	51.5	<0.001*
You are not sure what is expected of you	23	23.0	30	30.0	24	24.0	6	6.0	17	17.0	16.5	0.002**
Personal problems												
Actual personal health problems	24	24.0	27	27.0	18	18.0	11	11.0	20	20.0	7.5	0.112
Physical health of other family members	31	31.0	20	20.0	11	11.0	14	14.0	24	24.0	12.7	0.013*
Relationships with parents	60	60.0	8	8.0	11	11.0	10	10.0	11	11.0	100.3	<0.001*
Other personal problems	34	34.0	24	24.0	10	10.0	10	10.0	22	22.0	20.8	<0.001*
Interface worries												
Peer competition	30	30.0	31	31.0	13	13.0	11	11.0	15	15.0	18.8	0.001**
Attitudes/expectations of other professionals towards nursing	18	18.0	16	16.0	24	24.0	7	7.0	35	35.0	21.5	<0.001*

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▪ Lack of free time	5	5.0	14	14.0	12	12.0	20	20.0	49	49.0	58.3	<0.001*
▪ College/School response to student needs	14	14.0	21	21.0	15	15.0	18	18.0	32	32.0	10.5	0.033*
▪ Lack of timely feedback about performance	15	15.0	21	21.0	19	19.0	19	19.0	26	26.0	3.2	0.525
▪ You have no time for entertainment	6	6.0	20	20.0	12	12.0	15	15.0	47	47.0	50.7	<0.001*
▪ You do not have enough time for my family	5	5.0	10	10.0	15	15.0	17	17.0	53	53.0	72.4	<0.001*

Table (4): Distribution of distress factors among fourth year faculty of nursing students at Assiut University (n= 100)

Factors	Not distressed		Mild Distressed		Moderate distressed		Extremely distressed		Sever distressed		X ²	P. value
	No	%	No.	%	N o.	%	No	%	No	%		
Academic load												
▪ Amount of class work material to be learned	40	40.0	30	30.0	25	25.0	2	2.0	3	3.0	56.9	<0.001*
▪ Difficulty of class work material to be learned	37	37.0	30	30.0	20	20.0	7	7.0	6	6.0	37.7	<0.001*
▪ Examination and/or grades	6	6.0	30	30.0	29	29.0	18	18.0	17	17.0	19.5	0.001**
▪ Fear of failing in course	12	12.0	17	17.0	24	24.0	9	9.0	38	38.0	26.7	<0.001*
▪ Too much responsibility	2	2.0	16	16.0	38	38.0	20	20.0	24	24.0	34.0	<0.001*
▪ Atmosphere created by teaching staff	16	16.0	28	28.0	32	32.0	7	7.0	17	17.0	20.1	<0.001*
▪ You are not sure what is expected of you	9	9.0	34	34.0	28	28.0	11	11.0	18	18.0	23.3	<0.001*
Clinical concerns												
▪ Relations with other professionals	36	36.0	23	23.0	24	24.0	7	7.0	10	10.0	27.5	<0.001*
▪ Too much responsibility	7	7.0	28	28.0	30	30.0	10	10.0	25	25.0	22.9	<0.001*
▪ Client attitudes towards me	32	32.0	25	25.0	28	28.0	7	7.0	8	8.0	27.3	<0.001*
▪ Client attitudes towards my profession	27	27.0	24	24.0	30	30.0	8	8.0	11	11.0	19.5	0.001**
▪ Atmosphere created by teaching staff	22	22.0	31	31.0	22	22.0	13	13.0	12	12.0	12.1	0.017*
▪ Relations with staff in the clinical area	19	19.0	32	32.0	32	32.0	8	8.0	9	9.0	27.7	<0.001*
▪ You are not sure what is expected of you	14	14.0	36	36.0	26	26.0	19	19.0	5	5.0	27.7	<0.001*
Personal problems												
▪ Actual personal health problems	15	15.0	36	36.0	24	24.0	12	12.0	13	13.0	20.5	<0.001*
▪ Physical health of other family members	15	15.0	20	20.0	34	34.0	15	15.0	16	16.0	13.1	0.011*
▪ Relationships with parents	37	37.0	17	17.0	26	26.0	13	13.0	7	7.0	27.6	<0.001*
▪ Other personal problems	9	9.0	23	23.0	26	26.0	18	18.0	24	24.0	9.3	0.054
Interface worries												
▪ Peer competition	22	22.0	27	27.0	22	22.0	14	14.0	15	15.0	5.9	0.207
▪ Attitudes/expectations of other professionals towards nursing	8	8.0	26	26.0	23	23.0	16	16.0	27	27.0	12.7	0.013*
▪ Lack of free time	11	11.0	18	18.0	30	30.0	14	14.0	27	27.0	13.5	0.009**
▪ College/School response to student needs	18	18.0	21	21.0	28	28.0	10	10.0	23	23.0	8.9	0.064
▪ Lack of timely feedback about performance	11	11.0	26	26.0	27	27.0	17	17.0	19	19.0	8.8	0.066
▪ You have no time for entertainment	10	10.0	19	19.0	22	22.0	12	12.0	37	37.0	22.9	<0.001*
▪ You do not have enough time for my family	5	5.0	20	20.0	18	18.0	13	13.0	44	44.0	42.7	<0.001*

Table (5): Mean scores of distress determinates among study subjects

Factors	Mean + SD				P. value
	1 st year (n= 100)	2 nd year (n= 100)	3 rd year (n= 100)	4 th year (n= 100)	
▪ Academic load	2.8+0.95	2.8+0.88	3+0.78	2.8+0.71	0.404 ^{Ns}
▪ Clinical concerns	2.3+0.89	2.2+0.83	2.3+0.86	2.6+0.79	0.008**
▪ Personal problems	2.9+1.38	2.5+1.22	2.6+1.13	2.8+0.85	0.035*
▪ Interface worries	2.4+0.97	2.8+1.02	3.4+0.89	3.2+0.85	0.001**

Table (1): Illustrates distribution of distress factors among first year nursing students , as regard to academic load factor more than one third were sever distressed from failing in course and one quarter were from examination and grades followed by too much responsibilities. As regard to clinical concerns factor more than one quarter were moderate distressed in client attitudes towards their profession and them respectively. As regard to personal problems factor one quarter were mild distressed in physical health of other family members followed by 18% were in actual personal health problems respectively.As regard to interface worries more than one quarter were sever distressed that they do not have enough time for their families followed by 19% were do not have time for entertainment respectively. There were highly statistically significant differences for all factors among four academic years of nursing students (**P≤ 0.001).

Table (2): Displays distribution of distress factors among second year nursing students , as regard to academic load factor half of the studied nursing students were sever distressed from failing in course and one third from examination and grades followed by slightly more than one quarter were from too much responsibilities. As regard to clinical concerns factor more than one third were mild distressed from too much responsibility and more than one quarter were that they are not sure of what is expected from them respectively. As regard to personal problems factor nearly to one quarter were mild distressed in actual personal health problems and physical health of other family members respectively.As regard to interface worries more than one third were sever distressed that they do not have enough time for their families followed by 30% were do not have time for entertainment respectively. There were highly statistically significant differences for all factors among four academic years of nursing students (**P≤ 0.001).

Table (3): Displays distribution of distress factors among third year nursing students , as regard to academic load factor more than half of the studied nursing students were sever distressed from failing in course and more than one third from too much responsibility respectively. As regard to clinical concerns factor more than one quarter were mild distressed from relations with staff in the clinical area and they are not sure of what is expected from them respectively. As regard to personal problems factor nearly to one quarter were sever distressed from physical health of other family members and other personal problems respectively.As regard to interface worries more than half more were sever distressed that they do not have enough time for their families followed by nearly to half were do not have time for entertainment respectively. There were highly statistically significant differences for all factors among four academic years of nursing students (**P≤ 0.001).

Table (4): Displays distribution of distress factors among fourth year nursing students , as regard to academic load factor more than one third of the studied nursing students were sever distressed from failing in course and nearly to one quarter from too much responsibility respectively. As regard to clinical concerns factor more than one third were mild distressed from they are not sure of what is expected from them; 32% from relations with staff in the clinical area ; and 31% from atmosphere created by teaching staff respectively. As regard to personal problems factor more than one third were mild distressed from actual personal health problems and 23% from other personal problems respectively.As regard to interface worries nearly to half were sever distressed that they do not have enough time for their families followed by more than one third were do not have time for entertainment respectively. There were highly statistically significant differences for all factors among four academic years of nursing students (**P≤ 0.001).

Table (5):Displays that among first year students personal problems and academic load were highest mean score (2.9+1.38 and 2.8+0.95)respectively; among second, third , and fourth year students, interface worries and personal problems (2.8+1.02 & 2.8+0.88; 3.4+0.89 & 3+0.78; and 2.8+0.85 & 3.2+0.85) respectively. There were highly statistically significant differences for all factors among four academic years of nursing students (**P≤ 0.05) except academic load (P = 0.404Ns).

VIII. Discussion

Literature on the problems facing nursing students has approached it from many diverse perspectives. Previous studies have examined entry qualifications, maturity of students, supports, academic worries, self efficacy, internal control beliefs, etc. The study aimed to examine determinants of distress among nursing students. Other studies which have examined distress and adjustment among nursing as **Beck, (1995)** found that students find the course stressful and identified different themes which contributed to distress and burnout among nursing students. Extreme demands, time pressure, reduced motivation and poor coping were some of

the causes for stress. Psychological distress, poor adjustment and coping can result in poor academic performance among students. In a minority of students this can result in significant psychiatric morbidity and even withdrawal from the course.

The present study displays distribution of distress factors among fourth year nursing students, as regard to academic load factor more than one third of the studied nursing students were severly distressed from failing in course and nearly to one quarter from too much responsibility respectively (*Table, 4*). These results might be attributed that there were four nursing courses are studied during the fourth year as (Nursing Administration, Critical Care Nursing, Community Nursing, and Geriatric Nursing) that represents more responsibilities either for studying them or to acquire the skills required by the four nursing courses. In addition for the previous results it happens from the first academic year to the third year due to two nursing courses are studied in every year (*Table, 1, 2, 3*).

These results is supported by a study done by **Robert et al., (2009)** who identified the major academic stressors among college students to be tests, grade competition, time demands, professors and classroom environment, and career and future success. In-addition, **Corley, (2005)** found that stress in nursing students is an area of growing concern and it may result in psychological distress, physical complaints, behavior problems and poor academic performance. Also, A number of studies have focused on the stressors associated with the initial clinical experience (**Sheu et al., 2002 &Chesser-Smyth, 2005**), course-related family and financial problems for mature nursing students (**Cuthbertson et al., 2004**),

Moreover, **Agolla&Ongori (2009)** indicated that (56%) of the students view continuous poor performance as stressful. Inadequate resources to do assignments such computers and books were rated by (66%) of the students as stressful. Students (55%) rated overcrowded lecture halls as stressful, since they have to take their lectures while standing outside or inside due to shortages of seats or accommodation.

The findings of the current study as shown in (*Table ,1-2-3-4*) among the four academic years were consistent with earlier studies done by (**Ongori, 2007; Topper, 2007; McCarty et al., 2007; Awino and Agolla, 2008; Agolla, 2009**) who found that students' stressors are academic workload, academic performance and fear of failing, inadequate resources, financial problems, overcrowded lecture halls, and family / academic life conflicts.

IX. Conclusions

- The most determinants of distress among faculty of nursing students at Assiut University were personal problems and academic load.

X. Recommendations

- Designing a suitable stress intervention program for Faculty of Nursing students, conflict management training program to deal with intrapersonal factors, and time management training program to learn to balance study and leisure time should be incorporated in the college curriculum.

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