

A Good Art of Living: Psychological Resilience among Nursing Students

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Abstract

Introduction: “Webster describes resilience as “a strained body’s ability to regain its size and shape after deformation caused especially by Occlusion stress”. Resilience can be described as, “the process of adjusting well in the face of adversity, trauma, catastrophe, threats or even major sources of stress”. **Background Of The Study:** There is indeed an increasing interest in research to explore why certain nursing students can manage well, but when they all face similar issues and challenges during their course, others cannot. Current studies have found that resilience in graduate student nurses is strongly related to academic success. **Need For The Study:** A Positive teaching strategy must therefore be created to promote student resilience. This report would also put further more effort to examine the association between resilience and well-being among student nurses. **Aim:** To assess the psychological resilience among different years of nursing students at selected nursing college. **Methodology:** Descriptive cross sectional research design. The samples were selected randomly by lottery method and were advised to fill the questionnaires consisting of two sections demographic variables such as age, sex, medium of instruction, background, type of family, religion, class batch, living, bread winner of the family and marital status and regarding the psychological resilience (Modified Connor Davidson Resilience Scale) **Findings:** According to the findings of the study, among the undergraduate nursing students 80(53.3%) of students had high resilience whereas 6(4.0%) had low resilience and 64(42.7%) had moderate resilience. On comparison, the nursing students of different years showed that the level of psychological resilience is high 27(58.7%) among third year students and low resilience is assessed among 3(2.0%) final years students. The demographic variables had shown statistically no significant association with level of psychological resilience among undergraduate nursing students. A booklet on “I am a Resilient Person” was issued among the participants.

Keywords: Psychological Resilience, Nursing students, strategy, resilient person, Connor Davidson Resilience Scale (CD-RISC)

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Introduction

Resilience means you experience, you feel, you fail, you hurt, and you fall. But, you keep going.”

— YasminMogahed

The definition of resilience comes from “resilire” in Latin and is defined as the ability to overcome/ become adapted to extremely difficult circumstances²⁵.

Resilience is mentioned as process of development of individual characteristic¹². In addition, resilience is also defined as an individual's personal survival from a disease or a loss, and the ability to survive¹⁸. A difficult event would have occurred in order to recognize that there is resilience, and the person would have adapted to this event¹¹. Inherently, having experienced adversity, resilience refers to the positive adaptation, or the ability to build or regain mental health¹⁶. "Webster describes resilience as "a strained body's ability to regain its size and shape after deformation caused especially by Occlusion stress¹". Resilience can be described as, "the process of adjusting well in the face of adversity, trauma, catastrophe, threats or even major sources of stress," and according to American Psychological Association, (2014) Resilience can have an increased positive effect that leads to increased self-esteem, enhanced life satisfaction, and effective rewinding of negative experiences²². Resilience is beneficial for recognizing health professionals who in their workplace survive and thrive. Studies have proved that resilience is a required attribute for nursing success².

Background of the Study

All student nurses are believed to be prone to phases of perceived adversity and distress. In comparison to other health majors, student nurses face higher levels of stress¹⁰ (Edwards et al., 2010). Besides that, professional nursing education exposes students to living patient/clinical circumstances and many firsts, including diagnosis and deaths, numerous different experiences and contagious diseases. The experiences of the learners may be challenging because in a practice environment they apply new concepts and skills. Trying to promote student resilience will benefit them through their education and better prepare them for practice²³. In nursing practice, nursing authors have explored resilience

and have used different meanings of the concept (Stephens, 2013).

Need for the Study

There is indeed an increasing interest in research to explore why certain nursing students can manage well, but when they all face similar issues and challenges during their course, others cannot. Current studies at University of Northern Colorado (2020) have found that resilience in graduate student nurses is strongly related to academic success. A Positive teaching strategy must therefore be created to promote student resilience. This report would also put further more effort to examine the association between resilience and well-being among student nurses.

Materials and Methods

Research Setting

The study was conducted in the Department of Faculty of Nursing, Dr. M.G.R Educational and Research Institute, Chennai.

Population

The population of the study was undergraduate nursing students studying in the Department of Faculty of Nursing, Dr. M.G.R Educational and Research Institute, Chennai.

Sample

Undergraduate Nursing Students in the Department of Faculty of Nursing, Dr. M.G.R Educational and Research Institute, Chennai.

SAMPLE SIZE

The sample size was 150.

SAMPLING TECHNIQUE

The samples were selected using simple random sampling by lottery method.

INCLUSION CRITERIA

- Student nurses enrolled in a program leading to a Bachelor of nursing qualification.
- Nursing students who were able to read and write English.

EXCLUSION CRITERIA

- Who were not willing to participate

DESCRIPTION OF THE TOOL

The tool construct is used to assess the psychological resilience among nursing students. The tool constructed in this study is divided into two sections

Section A: Demographic Variables

Demographic variables such as age, sex, medium of instruction, background, type of family, religion, class batch, living, breadwinner of the family and marital status.

Section B: Connor Davidson Resilience Scale (CD - RISC)

Connor – Davidson Resilience Scale (CD-RISC) which was developed in means of assessing psychological resilience and measures of stress coping ability among nursing students consisting of 25 questions.

The Connor – Davidson Resilience Scale was developed by Kathryn M. Connor and Jonathan R.T. Davidson as a means of assessing resilience in 2003.

Validity of the tool

The validity of the tool was obtained from five experts. Three experts were masters in mental health nursing, one biostatistician and one psychiatrist. The tool was validated and the modifications given were taken into consideration.

Reliability of the tool

Reliability of the tool is a degree of consistency with instruments, measures the attribute it is designed to measure.

The authors examined the Connor Davidson – Resilience Scale (CD-RISC). A CFA analysis confirmed the construct validity of the Connor Davidson – Resilience Scale (CD-RISC) (CampbellSills& Stein, 2007). The Connor Davidson – Resilience Scale (CD-RISC) exhibited adequate internal reliability (0.85). Concurrent validity was supported by the finding that resilience (measured with CD-RISC) moderated the relationship between self-reported trauma and the expression of psychiatric symptoms.

DATA COLLECTION PROCEDURE

The data collection period was one month from 02.02.2021 to 03.03.2021. An official permission was obtained from the concerned authorities, the Honorable Secretary, the Principal of Dr. MGR Educational and Research Institute and the Ethical Committee of the Institution before commencing the main study. The sample was selected in accordance to the sampling criteria and sampling technique. Informed consent was obtained from each sample before administering questionnaire. The tool used was Connor Davidson Resilience Scale CD-RISC consists of 25 items, which are evaluated on a five point Likert scale ranging from 0-4: not true at all (0), rarely true (1), sometimes true (2), often true (3), and true nearly all of the time (4). These ratings result in a number between 0-100, and higher scores indicate higher resilience (71 – 100), moderate resilience(40 – 70) and low resilience (less than 40). The purpose of the study was explained and the confidentiality was maintained. The investigator conducted the data collection using Google form link shared among the undergraduate nursing students. The samples submitted their responses within 5 days.

The samples were very cooperative.

Result

DESCRIPTION OF SOCIO – DEMOGRAPHIC VARIABLES

In the present study, majority of the samples in the demographic variables showed that maximum

67(44.7%) were in the age group of 19 – 20 years, 120(80.0%) females, 141(94.0%) had English as the medium of education, 91(60.7%) had urban background, 104(69.3%) belong to nuclear family, 119(79.3%) belong to Hindu religion, 47(31.3%) final year students, 109(72.7%) day scholars, 134(89.3%) student’s father were the breadwinner of the family and 149(99.3%) were unmarried.

ASSESSMENT OF PSYCHOLOGICAL RESILIENCE AMONG NURSING STUDENTS

Table1: Depicts the level of psychological resilience among nursing students

n = 150

S.no	Resilience	Frequency	%
1	Low resilience	6	4.0
2	Moderate resilience	64	42.7
3	High resilience	80	53.3
	Total	150	100.0

The present study findings showed (table 1) that among all the samples, 80(53.3%) had high resilience 64(42.7%) had moderate resilience and only 6(4.0%) had low resilience. The present study revealed that the nursing students had the psychological resilience of mean score 71.05 with a standard deviation of 16.213.

COMPARISON OF PSYCHOLOGICAL RESILIENCE AMONG ALL THE FOUR YEARS

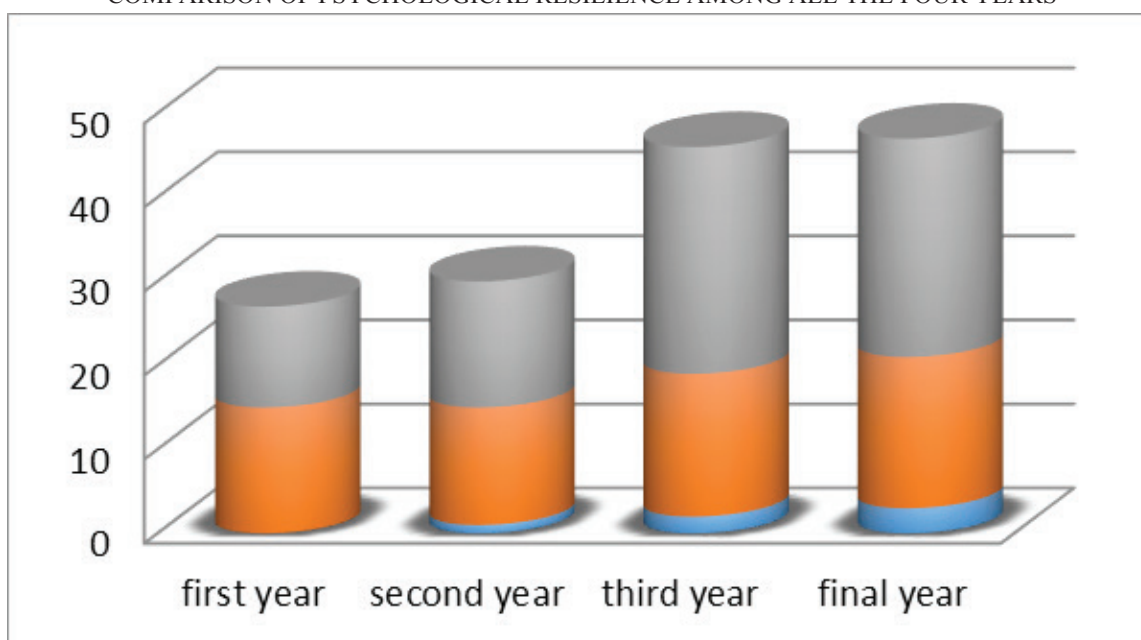


Figure1: Level of Psychological Resilience among all the four years

The present study findings showed that the level of psychological resilience is high 27(58.7%) among third year students were as low resilience is assessed among final years 3(2.0%). Among first year students, 12 had high resilience and 15 had moderate level of resilience. Among second years, the high resilience was assessed with 15 students and moderate resilience with 14 students. In third years, the high resilience showed for 27 students, moderate resilience for 17 students and low resilience for 2 students. In fourth year students, the high resilience was assessed between 26 students; moderate resilience between 18 students whereas low resilience was assessed between 3 students. The second objective is to compare the psychological resilience among nursing students of different years. The study finding showed that the level of psychological resilience is high 27(58.7%) among third year students were as low resilience is assessed among final years 3(2.0%).

Association between Psychological Resilience with Selected Demographic Variables

The data concluded that the association between psychological resilience with selected demographic variables, showed that the demographic variables are statistically not associated with the level of psychological resilience among nursing students.

Discussion

In the present study, among all the samples, 80(53.3%) had high resilience whereas 64(42.7%) had moderate resilience and 3(2.0%) had low resilience. The findings was supported by a cross-sectional descriptive correlational design study on “Resilience and well-being of university nursing students in Hong Kong” by Ka Ming Chaw(2018) using the 10- item Connor-Davidson Resilience Scale (CD-RISC-10) and World Health Organisation-5 Well-Being Index (WHO-5) among 678 university nursing students. There was a statistically significant

difference between the groups ($p = .020$). With regard to perceived well-being and there was no significant difference between undergraduates and postgraduates ($p = 0.131$). The results demonstrated that nursing students with a high level of resilience have better perceived well-being. The study finding was contradictory with the non-experimental, descriptive-correlational research study examined the relationship between resilience and nursing student academic performance study on “The Effects of Resilience on Student Academic Success in Baccalaureate Nursing” Frost(2020) in a private nursing college with 300 baccalaureate level nursing students. Based on correlational analysis, a weak positive relationship was found between academic success and resilience. Academic success also demonstrated relationships with cumulative grade point average, current nursing course level, employment status, average work hours per week, and race/ethnicity. Through this study the researcher arguments that resilience might be a factor that positively influences nursing student academic success.

The present study finding showed that the level of psychological resilience is high 27(58.7%) among third year students were as low resilience is assessed among final years 3(2.0%). Among first year students, 12(8.0%) had high resilience and 15(10%) had moderate level of resilience. Among second years, the high resilience was assessed with 15(10%) students and moderate resilience with 14(9.3%) students. In third years, the high resilience showed for 27(18%) students, moderate resilience for 17(11.3%) students and low resilience for 2(1.3%) students. In fourth year students, the high resilience was assessed between 26(17.3%) students, moderate resilience between 18(12%) students whereas low resilience was assessed between 3(2.0%) students. This study finding was supported by FatmaÖz et al., (2012) on the death anxiety and resilience levels among first to

fourth year nursing students of Nursing Department of Health Sciences Faculty, Hacettepe University. They assessed relevance between death anxiety and resilience level among nursing students who gave direct care to the dying patient. The finding showed that fourth year students had higher resilience among all other year students.

The above study findings are contradicted by Priscilla Roselyn Sam et al., (2020) conducted a study on “Do Stress and Resilience among Undergraduate Nursing Students Exist? This study assessed perceived stress and resilience levels of nursing students among 620 participants. The study results showed that 45.7% had severe stress and 55 % had low resilience. The study revealed a significant weak negative correlation ($r = -0.236$, $p = < 0.001$) between perceived stress and resilience. The study also suggested that cultural differences in Indian context influenced the nursing students. Hence they were more timid and lacking the needed coping strategies to encounter stress.

In the present study, The association between psychological resilience with selected demographic variables such as age, sex, medium of instruction, background, type of family, religion class batch, living, breadwinner of the family and marital status showed that these demographic variables are statistically not associated with the level of psychological resilience among undergraduate nursing students and this study finding was supported by FatmaÖz et al., (2012) on the death anxiety and resilience levels among first to fourth year nursing students of Nursing Department of Health Sciences Faculty, Hacettepe University. The study revealed that the higher resilience level was assessed among 4th year’s students than 1st students. In statistical significance ($p < 0.05$), no significant relevance between death anxiety and resilience ($p > 0.05$), but higher death anxiety of students having death experience than ones having not experience ($p < 0.05$) were determined.

The above study findings are contradicted by ShaulKimhi et al., (2020) study on Resilience and demographic characteristics predicting distress during the COVID-19 crisis. It showed that there is a significant negative correlation between community resilience and sense of danger and distress symptoms and the significant positive correlations were found between gender, community size, economic difficulties and sense of danger. Path analysis revealed that all paths were significant except between family income and distress symptoms.

Nursing Implications

The finding of the study has implications of various areas of nursing practice, nursing education, nursing administration and nursing research.

Nursing practice

- Nurses are confronted with a variety of challenging conditions as a result of their complex and demanding work schedules.
- Through exposure to demanding workplace environments, resilient nurses will learn to overcome these challenges and build stronger coping strategies to deal with stress.
- As a result, nurse’s ability to cope with their professional position is becoming a topic of conversation and concern.
- Developing resilience is essential from three perspectives: maintaining nurses’ well-being, workforce longevity, and care quality.
- The nursing students should develop the skill in facing challenges and upgrade them with developing psychological resilience in their practices.

Nursing education

- Finding of the present study have an

implication of nursing education.

- The nurse educator can train the students in developing psychological resilience.

- The nurse educator can be trained specifically for training the students to reduce psychological morbidity, such as persistent anxiety, stress, depression and other factors as the nursing students must be resilient in order to overcome adversity and prepare for their professional role when they have graduated.

Nursing administration

- Resilience in nursing administration is defined as the ability to make the employees to face adverse situations, remain focused, and continue to be optimistic for the future.

- Resilience is a vital characteristic for nurses in today's complex healthcare system.

- The competing priorities and challenges with which nurses are confronted may make it difficult to develop resilience characteristics.

- Therefore, it's important for nursing leaders to educate nurses about self-care and techniques to build resilience.

Nursing research

- The present study is an attempt to assess the psychological resilience among nursing students

- On importance of developing resilience among nursing students, a material of how to build resilience is distributed

- Further studies can be undertaken to assess the different steps of improving resilience among nursing students.

Conclusion

Life is forced and shows its true colours. Tests, pressure, setbacks, failures and troubles can expose the condition of our resilience. So don't try to get out of anything prematurely. Let it do its work so you become mature and well developed, not deficient in any way. In all our lives, there will be times when stresses increase or we feel pain and trauma and, at times, we will struggle to cope. However, hope that we will be able to build strategies that allow us to become resilient.

Conflict of Interest: The authors have no conflicts of interest regarding this investigation.

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