REVIEW OF LITERATURE;

Clinical learning enables learners to develop their clinical skills, to synthesize theory and practice, to support their socialization into nursing, and to meet clinical role models. Clinical learning is a major component of nursing education and has been acknowledged as central to nursing education. Clinical learning environment, in addition to being an appropriate setting for experiential and situated learning, is also a challenging learning environment. This challenge stems from the reality or authenticity of the setting: in their clinical learning environments, learners encounter real problems and are studying and learning in authentic nursing situations, in their future work places. It is important to explore clinical learning from the perspective of different learning approaches and perspectives, and from the viewpoint of individual learner.

Helen LBung (1979) The all importance of clinical experience in the basic nursing course but that we do not or cannot accomplish the amount of advance planning necessary to make the best use of this clinical experience.

Gilbert (2002) A study was conducted among 492 university students about determine the relationships among styles of coping with stress, decisionself-esteem decision making styles and life satisfaction, the result of this study was life satisfaction was found to be positively correlated to problem focused coping and seeking social support and also was found that life satisfaction is significantly correlated to decision self-esteem and decision making styles.

Sheu, Lin Hwang (2002) examined perceived stress and physio-psycho-social status of students during their initial period of clinical practice. The study evaluated 561 nursing students in a five year associate degree program in Taiwan. The participants had already completed their initial clinical practice at the time of the study. Results indicated that ignorance in the clinical setting were major stressors before the beginning of the nursing curriculum.

Sheu (2002) A study in 2002 shows that avoidance behavior were result as avoiding difficult situations in clinical practice, avoiding teachers conflicts among students and losing their temper, expecting others to solve problems and expecting miracles to happen that would prevent the students from having to face the perceived difficulty.

Laurila (2003) Moreover, I perceive an individual’s professional growth and development to be a holistic process where the person’s action and competence in her work and also in learning a profession is based on the unity of knowledge, skills, volition and emotions.
Laakkonen (2004) Professional growth and development in this study is perceived as the student’s growth and development in practice towards professional competence and expertise. The challenges of the growth engender from experiences in practice and the succeeded solutions of these tasks and experiences develop both the learner, practice of action and the profession.

Stecker (2004) investigated stress levels among graduate school and professional students. Results indicated that nursing students reported higher levels of stress than pharmacy students, physical therapy students, and students in dentistry, medicine, and graduate school. Nursing students reported higher stress scores for academic and external stressors. Nursing students also reported higher overall levels of stress than professional students, medical students, and graduate students.

Farkhondeh Snarif, Sara Masomi (2005) A study was conducted in Australia showed that nursing students were not satisfied with the clinical component of their education. They experienced anxiety as a result of feeling incompetent and lack of professional nursing skills and knowledge to take care of various patients in the clinical setting.

Patricia A, Chessersmyth (2005) A phenomenological study explores and describes the lived experiences of student nurses on their first clinical placement, the study shows that the acquisition of knowledge led to increase in confidence levels that subsequently reduced anxiety.

Sharif and Masoumi (2005) A survey conducted among 90 bachelor nursing students in different years participants indicated that clinical experience were deemed stress full and anxiety producing, qualitative result suggested that the initial clinical experience was a major source of stress participants conveyed that first month of clinical placement was the most stressful.

Sharif and Masoumi (2005) surveyed 90 baccalaureate nursing students utilizing a focus group to examine nursing student experiences of clinical practice. Of the 90 baccalaureate nursing students, 30 were in the second year, 30 were in the third year, and 30 were in the fourth year of the nursing program. Participants indicated that the clinical experiences were deemed stressful and anxiety producing.

Gorostidi (2006) evaluated stress sources among nursing students through implementing a cohort study utilizing students registered for their first year at San Sebastian Nursing School in Spain. Results indicated that lack of competence in the clinical setting (23.2%) and uncertainty and impotence (21.2%) were major stressors before the beginning of the nursing curriculum.
Lewis & Shaw (2007) Within the alarm reaction stage, the individual perceives a stressor and initiates the “fight-or-flight” response. During this stage, the body increases secretion of corticosteroids, increases activity of the sympathetic nervous system, and increases norepinephrine production.

Pryjmachuck & Richards (2007) General themes noted within current literature indicate that stress arose from clinical aspects, academic aspects, and personal aspects associated with the nursing curriculum.

Pryjmachuk and Richards (2007) evaluated sources of stress within 990 pre-registration nursing. Among the participants, 56.6% indicated that managing clinical setting were major stressors during the beginning initial clinical practice was a stressor.

Pryjmachuk and Richards (2007) evaluated sources of stress within 990 nursing students enrolled at a large university in northern England. The study evaluated students in both diploma programs and degree-level studies in which the students could specialize in a preferred area of nursing.

Dempster, and Moutray (2008) aimed to explore stress and coping among sixteen senior nursing students. The general themes of stressors identified among the students included their clinical experience, learning experience, and course structure.

Forshee & McCance (2008) During this stage, the fight or flight response is deactivated, and the sympathetic nervous system activity returns to baseline. If the perceived stressor persists, the individual may reach a stage of exhaustion in which the individual loses the ability to resist the stressor Lewis & Shaw (2007). If stress continues and the adaptation is not successful, the excessive stress may impair the immune response or lead to heart or kidney failure.

Gibbons (2008) surveyed sources of stress among 16 final year United Kingdom students following the adult nursing branch. Focus group interviews evaluated sources of stress for the students. Participants reported that clinical experiences were a major source of stress.

Hegge and Larson (2008) also surveyed coping strategies of 137 nursing students enrolled in an accelerated baccalaureate program. Participants reported mental disengagement, alcohol and 5 drug disengagement, behavioral disengagement, and denial as coping strategies. Results further indicated that the utilization of denial and disengagement as coping strategies was an impediment to learning.
Hegge and Larson (2008) reported that stressors included financial, personal, professional, and academic sources. Multiple factors appear to contribute to stress within the nursing student population.


Tanya McCance, Paul Slater (2008) Physiologic and psychological stress may manifest the stress response. Physiologic stress is defined as a change in the external environment or a change within the body that causes a chemical or physical disturbance within the cells which requires some sort of response to counteract the change.

Weitzel, McCahon (2008) evaluated stressors and supports for baccalaureate nursing students completing an accelerated nursing program. The study evaluated stressors among 69 students in the last week of a four-semester accelerated baccalaureate program in the United States Midwest. Participants completed a survey created by the researchers that reflected various aspects of the educational experience.

Watson, Deary Thompson (2008) investigated the impact of stress on nursing students in Hong Kong. The study followed a cohort of nursing students from entry into the program to the end of the first year of a university program in Hong Kong. A sample of 147 nursing students completed the study.

Weitzel and McCahon (2008) evaluated stressors and supports for baccalaureate nursing students completing an accelerated nursing program. Results indicated that lack of competence in the clinical setting were major stressors before the beginning of the nursing curriculum.

Kernan and Wheat (2008) Two studies evaluated the impact of stress on academic performance among nursing students evaluated the academic impact of various health issues on nursing students. A sample of 198 nursing students enrolled in Columbia University’s School of Nursing participated in the study. Participants completed the National College Health Assessment. Results further indicated that stress is a major factor in poor knowledge about the clinical setting among nursing students.

Hegge and Larson (2008) A study shows that elevated levels of stress also led to negative coping strategies as a mean to deal with the extensive stress associated with nursing program students reported using denial, alcohol or drug use and mental disengagement as coping strategies.
Chan, So, Fong (2009) examined sources of stress within 205 Hong Kong baccalaureate nursing students. Participants completed a demographic survey, a Perceived Stress 15 Scale, a Physio-psycho-social Response scale, and a Coping Behavior Inventory. Items within the scale were ranked according to the level of perceived stress reported by the participants. Participants indicated that the number one perceived stressor resulted from lack of professional knowledge and skills during clinical rotations.

Dunser and Hasibede (2009) evaluated adverse effects of stress in critically ill patients in a review of literature. Results indicated that adrenergic stress may be more prominent in critically ill patients, and the elevated adrenergic stress levels may negatively impact multiple organ systems, specifically the cardiovascular system.

Forbes & Hickey (2009) Additionally, the healthcare environment is changing, as more complex and acutely-ill patients require nursing students to possess more theoretical knowledge and more refined clinical judgment skills than ever.

Freeburn and Sinclair (2009) evaluated coping mechanisms of nursing students. Participants reported utilizing negative coping mechanisms including denial, avoidance, internalizing feelings, and increased alcohol consumption.

Freeburn and Sin Clairin (2009) evaluated study found out that stress experienced by nursing students led to an inability to function at an optimal level and inhibited growth and development.

Edwards, Burnard, Bennett et al (2010) examined stress and self-esteem in student nurses. The study surveyed 169 students enrolled in nursing program in the United 17 Kingdom. Participants completed the Stress in Nurse Education Questionnaire and the Culture Free Self-Esteem Inventory at various points in the program. At the completion of the program, the sources of stress remained the same, as participants reported stress from clinical factors, specifically from fear of making a mistake when caring for a patient and watching a patient suffer.

Gibbons (2010) evaluated stress, coping and burn out in nursing students, result suggested that stress levels are increased, emotional exhaustion and depersonalization increased and personal achievement decreased.

Gibbons (2010) evaluated stress, coping, and burn-out in 171 final year nursing students. Results suggested that as stress levels increased, emotional exhaustion and depersonalization increased
and personal achievement decreased. Elevated stress levels positively correlated with increased levels of burn-out.

**Gibbons (2010)** Burn-out is defined as emotional exhaustion and diminished interest.

**Gaberson k b and Oerann(2010)** A study conducted in revealed that the relationship between stress and health outcome in family health workers results indicate the stress from multiple source, including occupation and family stress, had a significant impact on poor physical health and depression and anxiety.

**Jimenez, Navia-Osorio et al (2010)** investigated factors related to stress in 357 nursing students from a three year nursing diploma program at a Spanish nursing college. Items were ranked according to the level of perceived stress reported by the participants. Results suggest that nursing students report high levels of stress from clinical stressors rather than academic and other external stressors.

**Kathleen B Gaberson (2010)** Teaching in clinical setting presents nurse educators with challenges that are different from those uncounted in the class room. In nursing educators with challenges that are different from those uncounted in the class room and clinical environments are linked because students must apply in clinical practice what they have learned from class room, however clinical setting requires different approaches to teaching. The clinical environment is complex and rapidly changing, with a variety of new setting and roles in which nurses must be prepared to practice.

**Mardock and Perlow(2010)** A survey has conducted among 95 admitted baccalaureate nursing students to determine their stress level and stress management participants expressed that they managed their stress through exercise, socialization, listening to music, smoking and drinking alcohol.

**Mardock(2010)** In 2010 research survey done among 95 students admitted students focused stress related factors with in the nursing student population evidences suggests that nursing students experience increase level of stress, in relation to program stressors.

**Perlow (2010)** surveyed 95 admitted baccalaureate nursing students to determine their stress level and stress management. Participants reported that they managed their stress through exercise, socializing, listening to music, smoking and drinking alcohol.

**Goff (2011)** evaluated the impact of stress on academic performance in baccalaureate nursing students. A convenience sample of 53 students enrolled at different levels of the nursing program
at a large university in the southeastern United States participated in the study. Participants completed the Student-life Stress Inventory, Self-Control Scale, and provided their previous semester grade point average (GPA) as part of a demographic data sheet. Further analysis indicated that linear relationship appeared to exist between stressors and clinical experience among nursing students.

Marie E. Shultz (2011) Increased levels of stress may lead to poor academic performance, burn-out, and the development of inadequate coping mechanisms.

Rajesh Kumar (2011) A study was conducted in Punjab Baba Fariduniversity to assess level of stress and coping strategies among nursing students reveals that 33 percentage having severe stress rest of them are having moderate to severe stress respectively 34 percentage and 33 percentage.

Ramesh Kumar, Rakshitha (2011) A study was conducted in M. S. Ramaiah medical college, Bangalore using questionnaire among 42 medical, 34 nursing students results shows that unsatisfactory overall coping abilities to be prevalence among medical nursing students.

Joanne E Schupbach (2012) A positive learning environment and specific strategies that can be used in clinical teaching clinical preceptors have a great responsibility when training students and often this training takes place in a fast paced, high work load environment.

Insaf A Shaban, Swejdan A Khater (2012) A descriptive cross sectional study was conducted to identify the level and type of stress among nursing students in Jordan in their initial period of clinical practice and to identify the coping strategies that students used to relieve their stress. The finding was the source of stress for these students came mainly from clinical environment and assigned work.

Jennifer Bambusch (2012) A structured literature review was conducted to understand clinical instruction s perception of their role and factors that facilitate and constrain their teaching in under graduate nursing programsand they identified four themes characteristic of the role ,characteristic of effective clinical teaching ,influence of clinical teaching clinical educators are portrayed as needing to be good educators.

M PulidoMartos (2012) A study was conducted aimed to identify the main sources of stress for students of nursing and the evolution of the stressors and the findings was the most common source of stress related to clinical and academics.
Patricia Suresh, Anne Mathews (2012) A study was conducted in Ireland to examine stress and stressors in the clinical environment of student nurses a cross sectional survey design and self-reporting questioners was adopted for this and the findings was stress in the nursing work place has significant consequences for the person such as physiological and physical health deterioration and impaired professional practice.

Robabe Soleimani, Maryam Nikamani (2012) A study was conducted in Guilan university about assessment of stressor and ways of coping in Iranian medical students reveals majority students inter personal factors were the dominant stressor most students used problem focused ways of coping in Iranian medicals. Reveals majority students interpersonal factors were the dominate stressor most students used problem focused ways of coping.

Hayden LJ, Jeong SY (2013). Nursing students report perceiving higher levels of stress than other students in conjunction with elevated external stressors including increased clinical responsibilities and course requirements.

Melba Dsouza (2013) Quality of nursing education depends largely on the quality of the clinical experience planned in the nursing curriculum in the clinical learning environment, there are various of influences that can significantly promote and hinder the clinical teaching among novice students at the anxiety level. It is therefore vital that valuable clinical time be utilized effectively and productivity as planned by the nurse educator.

Sheila LVideveck (2013) Emotion oriented coping skills negatively impacted nursing students, as students that utilized emotion oriented coping strategies reported higher levels of stress and higher burn-out rates than other students.

Viji Prasad (2013) A study was conducted in Yenepoya university, Mangalore in 2013 revealed that majority of students had mild stress and average going the nurse administrator should plan and organize educational program for nursing students, in order to prepare them to cope up with any stress full situation, the researcher emphasizes the need for more research to improve the knowledge and by applying the research finding for future.

Barbara Cherry and Susan R. Jacob (2014) The nursing shortage also impacts students, as they may have limited instruction within the clinical setting and fewer opportunities to practice clinical skills. Students may be unable to achieve clinical competencies because of the increased faculty-student ratio and limited time to strengthen clinical skills.
Physiologic and psychological stress may manifest the stress response. Physiologic stress is defined as a change in the external environment or a change within the body that cause a chemical or physical disturbance within the body that cause a chemical or physical disturbance within the cells which requires some sort of response to counteract the change.

Henok Shifelaw (2015) A cross-sectional questionnaire-based survey was conducted in Ethiopia shows that the preface of perceived stress among Bsc nursing students was 47 percentage and a very strong association between source of stressor such as interpersonal stressor, environmental stressor and academic stressor and unhealthy coping strategies observed.

Ming Liu, Kengu (2015) Perceived stress among Macao nursing students in the clinical learning environment a cross-sectional research was designed and conducted among nursing students in a public higher education institute and the ten most common stressors they identified as four to the clinical dimension, four to the educational dimension, one to the finance and time dimension.

Carroll Wasiw, Dolly Golden Berg (2015) A study focused on the concepts of faculty development, ongoing appraisal, and scholarship which are new to nursing education literature, and also they explain about interprofessional education, concept-based learning, scholarship and an expanded section on distance delivery.

Marilyn H Oermann (2015) Teaching in clinical setting presents nurse educators with challenges that are different from those uncounted in the classroom. In nursing education the classroom and clinical environment are linked because students must apply in clinical practice what they have learned in the classroom, however clinical setting requires different approaches to teaching. The clinical environment is complex and rapidly changing, with a variety of new setting and roles in which nurses must be prepared to practice.

Lamia Mohameu (2015) Clinical training as the core of nursing education is a significant and essential component for development of professional nurses. Clinical instructors have the opportunity to greatly influence the students learning who eventually graduate and shape nursing practice. The behavior of clinical instructor plays a significant role in the development of professional nursing.