

ACADEMIC STRESS AND ITS RELATION TO SELF-CONTROL AMONG NURSING STUDENTS AT IBN SINA NATIONAL COLLEGE IN JEDDAH, SAUDI ARABIA

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Abstract

Background: As such, many nursing students may experience significant stress as they train. Though stress among nursing students is a common phenomenon, such stressors must be fully understood within a cultural context to tailor supportive strategies. A descriptive co-relational design was utilized to achieve the objective of the study. This study was conducted at the Ibn Sina National College for Medical Science. A convenient sample of 150 students (male and female) was selected from the previous setting chosen. Three tools were used for data collection (tool one): A structured interviewing questionnaire to assess socio-demographic characteristics of the students as age, gender, residence, and parent's education, (tool two): Nursing education stress scale (academic stress subscale), (tool three): Self-control scale. All data were collected, tabulated, and statistically evaluated using SPSS 22.0 for Windows. **Results:** There was a statistically significant relationship between academic stress and self-control and a statistically significant negative correlation between academic stress and self-control levels at a p-value (0.005). **Conclusion:** It was concluded that there was a highly statistically significant negative correlation between academic stress and self-control among faculty of nursing students. **Recommendations:** Stress management techniques, behavioral therapy techniques, assertiveness training techniques, and mindfulness training should be given to the student to help them relieve their academic stress and disturbed levels of self-control.

Keywords: Academic stress; Self-control; Nursing students

Introduction

In Saudi Arabia, the nursing profession is advancing significantly, with a rise in training programs ranging from basic diplomas to advanced doctoral degrees. This progression entails increased responsibilities and role restructuring, necessitating efforts to clarify professional boundaries and ensure the sustainability of the nursing workforce. As a result, many nursing students face significant stress during their educational journey. Understanding the cultural variations of these stressors is critical for creating individualized support strategies. Stress is a common factor in the daily lives of nurses, influenced by various factors such as transitioning into

the nursing role, meeting role demands, and handling uncertainties (Mohammed, Al Jaffane, and Al Qahtani, 2024).

Stress is frequently noted in life sciences courses, particularly in undergraduate nursing programs, when nursing students are concerned about finishing the program's academic component due to increasing study hours, a difficult curriculum, a tremendous workload, assignments, and tests. Furthermore, nursing students gain practical exposure to highly stressful conditions (Baluwa et al., 2021) According to the World Health Organization, stress is one of the leading causes of disability worldwide, and it is anticipated to contribute significantly to the overall global disease burden by 2030 (Zhang et al.,2021). Furthermore, nursing students are typically new to nursing and caregiving and are learning how to interact with various people and settings. They are often the most junior members of a health-care team. They are exposed to a variety of pressures during their education and training since they must learn to deal with a variety of people and situations before practicing professionally. High workloads, dissatisfaction with their clinical experience, and unpleasant clinical settings are three factors contributing to students' high levels of stress in their first clinical practice program. These demands influence learning, performance, and physical and mental health (Alanazi et al.,2023).

Academic stress is defined as the emotional, physical, and psychological pressure that students endure as a result of academic demands and responsibilities. Heavy course loads, exams, assignments, time management, student contests, instructor competency, and a lack of resources all contribute to student stress (Hibrian et al., 2022). Academic stress encompasses the strain experienced by individuals in educational pursuits, stemming from tasks like exams, assignments, and performance expectations. It impacts mental health, cognitive functioning, and overall well-being, exacerbated by reasons like competition, workload, and fear of failure. Effective coping mechanisms and support systems are essential to mitigate adverse effects (Rabbi & Islam, 2024).

According to Lazarus & Folkman (1987), stress occurs when internal or external demands exceed an individual's coping resources. Self-control becomes crucial for nursing students to manage their workload effectively, maintain focus during clinical practice, and cope with emotional demands. Strong self-control enables students to regulate emotions, resist distractions, and make sound decisions in high-pressure situations, critical skills for nursing practice.

Self-control was a crucial aspect for nursing students, particularly in managing stress, prioritizing tasks, and maintaining professionalism in challenging situations. Developing self-control helps students navigate the demands of their coursework, clinical rotations, and interactions with patients and colleagues effectively. Self-control involves regulating thoughts, emotions, and behaviours to align with long-term goals or societal norms, crucial for personal development and goal attainment (Prinsloo,2023)

Self-control is the ability to override or change one's internal impulses and stop undesired behavioral tendencies, such as impulsive behaviors. Self-control refers to the individual's ability to consciously govern their behaviors while rejecting impulses, habits, or automatic responses. Widespread research has consistently shown that self-control predicts positive adjustment, optimal performance, and academic achievement (Lie et al., 2023)

The relationship between academic stress and self-control is often reciprocal. Academic stress can challenge an individual's self-control by creating situations that demand resilience, time management, and emotional regulation. Conversely, having strong self-control skills can help students cope with academic stress more effectively by enabling them to stay focused, organize their priorities, and maintain healthy habits to manage stress (Reed ,2020)

Significance of the study

The estimated prevalence of stress among medical students varied across universities. Furthermore, there are conflicting studies about whether males or females are more stressed and which stressor domain has a stronger correlation with medical stress. Stress may also persist in the post-graduation era and practical life. Appropriate therapies can assist medical students in managing stress and improving their personal and professional lives. (Al-Shahrani et al., 2023)

A study conducted at King Khalid University examined 168 participant responses and discovered that the majority of medical students were moderately anxious (58.34%). The results of the academic stress scale revealed that exams were the most common source of stress among students. Furthermore, overall academic stress was significantly positively associated with acne and physical complaints (Aziz and Khan, 2022). Zakirulla et al. (2021) found that female interns and undergraduate students in the clinical years of study at King Khalid University's College of Dentistry had greater

Therefore, this study aims to assess academic stress and its relation to self-control among nursing students

Research Questions

What is the level of academic stress among the Faculty of Nursing Students in Jeddah?

What is the level of self-control among the Faculty of Nursing Students in Jeddah?

What is the relationship between academic stress and self-control among Faculty of Nursing students in Jeddah?

Theoretical and Operational Definitions

Academic stress is characterized as the physiological reaction of students to pressures connected to their studies that are beyond their capacity for adaptation (Alsulami et al., 2018). Academic stress was operationally defined as the score representing stress level using the Nursing Education Stress Scale, developed by Rhead (1995) to assess education stress among nursing students generally.

Self-control is the capacity to withstand external temptation and internal urges in pursuit of a goal (Gene, 2021). Self-control was operationally defined as the score representing students' self-control levels, assessed using a self-control scale developed by (Abdullah , 2007).

Research Design

A descriptive correlational design was employed to achieve the aim of the study.

Research Setting

This study was carried out at Ibn Sina National College of Medical Sciences.

Sample

The sample size for the study was determined using Stephen Thompson's sample size calculation equation, with a power of 80%, a confidence level of 95%, and a margin of error of 5%. Based on these parameters, the calculated sample size was 150 students.

Subjects

A convenience sample of 150 students was selected from a total population of 246 nursing students at IbnSina National College for Medical Studies

Inclusion Criteria:

- Nursing Students: Only students enrolled in nursing programs were included in the study.

Exclusion Criteria:

- Chronic Physical Illness: Students with any history of chronic physical illnesses, such as diabetes mellitus, were excluded to avoid potential effects on stress levels and study outcomes.
- Psychiatric Illness: Students with any history of psychiatric illnesses, such as depression, were excluded to prevent interference with the results due to potential stress and mental health issues.

$$n = \frac{N \times p(1-p)}{\left[\left[N-1 \times (d^2 \div z^2) \right] + p(1-p) \right]}$$

Tools of Data Collection

The following tools were used to achieve the aim of the study.

Tool one: A structured Interviewing Questionnaire

It was designed by the researcher based on pertinent literature to assess the socio-demographic characteristics of the students including students' age, gender, residence, and parent's education (Bahadır-Yılmaz, 2016)

Tool Two: Nursing Education Stress Scale (NESS)

It was developed by Rhead (1995) to assess education stress among nursing students generally. It was tested for its validity by a panel of experts. It was an English scale containing 32 items; the nursing education stress scale uses two subscales 16 items for each, the first one to measure academic stress and the second one to measure clinical training stress among nursing students in general. It was translated to Arabic and was translated back to English and modifications were done to be fit for nursing students, Responses are rated on a 4-point Likert scale ranging from 1-4, "Scarcely, sometimes, much, and too much". The academic stress subscale was used by the researcher

Scoring System

score less than 24 no academic stress, score range from 24-32 mild academic stress, score range from 33-40 moderate academic stress, and score range from 41-48 refers to severe academic stress.

Tool Three: Self-Control Scale

This scale was originally developed by Abdullah (2007). It was an Arabic scale used to evaluate the self-control of adolescents. It consists of 26 items. Questions number 3, 4, 11, 12, 16, 17, 20, 25 with reversal score Responses are rated on a 4-point Likert scale ranging from 1-4, “Scarcely, sometimes, much, and too much”.

Scoring System

A score below 39 refers to no self-control, a score ranging from 39-65 refers to low self-control, a score ranging from 66-91 refers to moderate self-control and a score ranging from 92-104 refers to high or extreme self-control

Validity of the Tools

- **Content Validity:** A panel of five expert professors in psychiatric nursing and psychiatric medicine assessed the study tools. This step ensures that the tools cover all relevant aspects of the concepts they are designed to measure.
- **Face Validity:** The experts also evaluated whether the tools appeared to measure what they intended to, and if they were clear and understandable to the target population—psychiatric nursing students.
- **Modifications:** Based on expert feedback, certain items were adjusted to better align with the needs of psychiatric nursing students, enhancing the tools' appropriateness and effectiveness.

Reliability of the Tools

- **Internal Consistency:** The internal consistency of the questionnaire was measured using Cronbach's alpha coefficients. This statistic assesses how well the items on the questionnaire correlate with each other, indicating how consistently they measure the same concept.
 - **Tool Two:** Cronbach's alpha coefficient was 0.86, suggesting strong internal consistency.
 - **Tool Three:** Cronbach's alpha coefficient was 0.90, indicating even stronger internal consistency.
- **Test-Retest Reliability:** This method involves measuring the same subjects at different times to check for consistency over time. The tools demonstrated strong reliability in this respect, reinforcing their stability and dependability.

Ethical Consideration

This research was approved from IRRB at Ibsina national college for medical studies. Approval No (003NP/CR21022024). Informed consent was obtained from every participant who agreed to participate in the study after a complete description of the aim, nature, and confidentiality of the study.

A Pilot Study

A pilot study was conducted to test the reliability and validity of the questionnaire items and the clarity of questions. A total of 10% of the sample were recruited for the pilot study. All subjects included in the pilot study met the inclusion criteria. The pilot study revealed minimal modifications in the questionnaires. Subjects in the pilot study were excluded from the main study sample

Data Collection

Google form was used to collect the data from students. The data was collected from February 2024 to May 2024.

Statistical Analysis

All data were collected, tabulated, and statistically evaluated using SPSS 22.0 for Windows. Quantitative data are expressed as Mean±SD. Qualitative data were expressed as frequency (number) and relative frequency (percentage). Proportions of variables were compared using the chi-square test, Fisher's exact test, and paired t-test as appropriate. A P-value < 0.05 was considered statistically significant (S).

Limitations of the study

No limitations were found in the main study sample.

Results:

Table (1): Socio-demographic characteristics of the studied students (N =150):

Table (1): Socio-demographic characteristics of the studied students (N =150): This table shows that more than three quarters 79.3.9% are female, and almost half 57.3% have a private house. 71% of their daily expenses are enough, 80% are living with both parents, 48.7% of their father's education is from university or higher education, 44% of their fathers have a government job, 50% age of their mothers are between 40 to 50-years old, one third 38% their mother education is university or high education, 57.0% their mothers are not working, almost all 86.7% their parents' relationship is understanding and respectful

Table(2) Relationship between socio-demographic characteristics and academic stress levels of the studied students (N=150)

Variables	charcteristics	N0 N =14		Mild N =44		Moderate N =74		Severe N =18		X2	P value
		N O.	%	N O.	%	N O.	%	N O.	%		
Gender	Female	13	92.9%	35	79.5%	55	74.3%	16	88.9%	3.698	0.296
	Male	1	7.1%	9	20.5%	19	25.7%	2	11.1%		
Age	Less than 20 years	7	50.0%	14	31.8%	15	20.3%	6	33.3%	11.63 9	0.234
	From 20 to 25 years	5	35.7%	21	47.7%	45	60.8%	10	55.6%		
	From 26 to 35 years	1	7.1%	9	20.5%	10	13.5%	2	11.1%		
	More than 35 years	1	7.1%	0	0.00	4	5.4%	0	0.0%		
Home	Owner	8	57.1%	24	54.5%	47	63.5%	7	38.9%	3.799	0.284

	Rent	6	42.9%	20	45.5%	27	36.5%	11	61.1%		
Daily expense	Enough									10.173	0.017 (S)
	Not enough	11	78.6%	38	86.4%	49	66.2%	9	50.0%		
		3	21.4%	6	13.6%	25	33.8%	9	50.0%		
Living with	Both parents	14	100.0%	38	86.4%	57	77.0%	11	61.1%	15.507	0.078
	Relatives	0	0.00	1	2.3%	8	10.8%	1	5.6%		
	Friends	0	0.00	0		3	4.1%	1	5.6%		
	Uther	0	0.00	5	11.4%	6	8.1%	5	27.8%		
Father age	Less than 40 years old	0	0.00	1	2.3%	1	1.4%	0	0.0%	5.111	0.825
	From 40 to 50 years	9	64.3%	18	40.9%	29	39.2%	7	38.9%		
	From 51 to 60 years	4	28.6%	13	29.5%	27	36.5%	7	38.9%		
	61 years and over	1	7.1%	12	27.3%	17	23.0%	4	22.2%		
Father education	Illiterate	2	14.3%	1	2.3%	4	5.4%	3	16.7%	11.754	0.068
	Primary	3	21.4%	23	52.3%	37	50.0%	4	22.2%		
	Preparator Secondary University or higher	9	64.3%	20	45.5%	33	44.6%	11	61.1%		
Father job	Governmental	7	50.0%	18	40.9%	30	40.5%	11	61.1%	7.011	0.320
	Nongovernmental	5	35.7%	11	25.0%	28	37.8%	3	16.7%		
	Not work	2	14.3%	15	34.1%	16	21.6%	4	22.2%		
Mother age	Less than 40 years old	2	14.3%	6	13.6%	9	12.2%	3	16.7%	10.096	0.343

	From 40 to 50 years	10	71.4%	21	47.7%	35	47.3%	9	50.0%		
	From 51 to 60 years	2	14.3%	16	36.4%	25	33.8%	3	16.7%		
	61 years and over	0	0.00	1	2.3%	5	6.8%	3	16.7%		
Mother education	Illiterate	2	14.3%	8	18.2%	14	18.9%	5	27.8%	6.343	0.386
	Primary	4	28.6%	24	54.5%	29	39.2%	7	38.9%		
	Secondary or higher	8	57.1%	12	27.3%	31	41.9%	6	33.3%		
Mother job	Governmental	4	28.6%	10	22.7%	22	29.7%	7	38.9%	13.827	0.032 (S)
	Nongovernmental	4	28.6%	2	4.5%	15	20.3%	0	0.0%		
	Housewife	6	42.9%	32	72.7%	37	50.0%	11	61.1%		
Parents relationship	Understanding and respectful	13	92.9%	40	90.9%	64	86.5%	13	72.2%	4.402	0.221
	Non respectful	1	7.1%	4	9.1%	10	13.5%	5	27.8%		

This table reveals no statistically significant relation between socio-demographic characteristics and academic stress levels of the studied students, except for daily expenses and their father's job. The high percentage of academic stress levels was among students of mothers not working. Figure(1) Academic stress levels among nursing students(N=150)

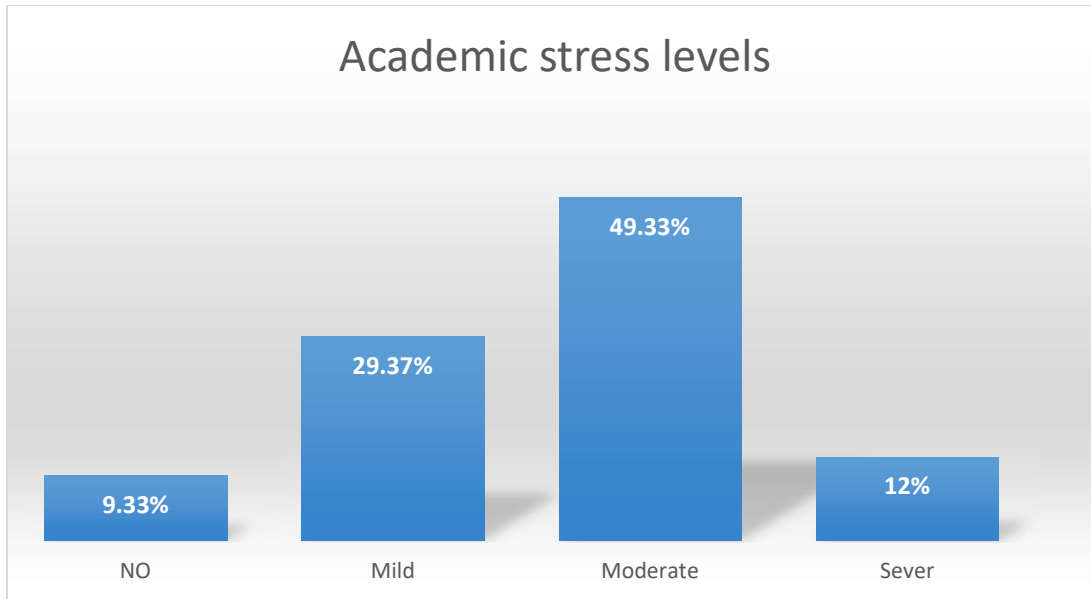


Figure 1: Academic stress levels among the studied students: This figure shows that there was mild and moderate academic stress among the studied students (29.37%, 49.33%) respectively

Table (3) Relation between socio-demographic characteristics and self-control levels among the studied students(N=150)

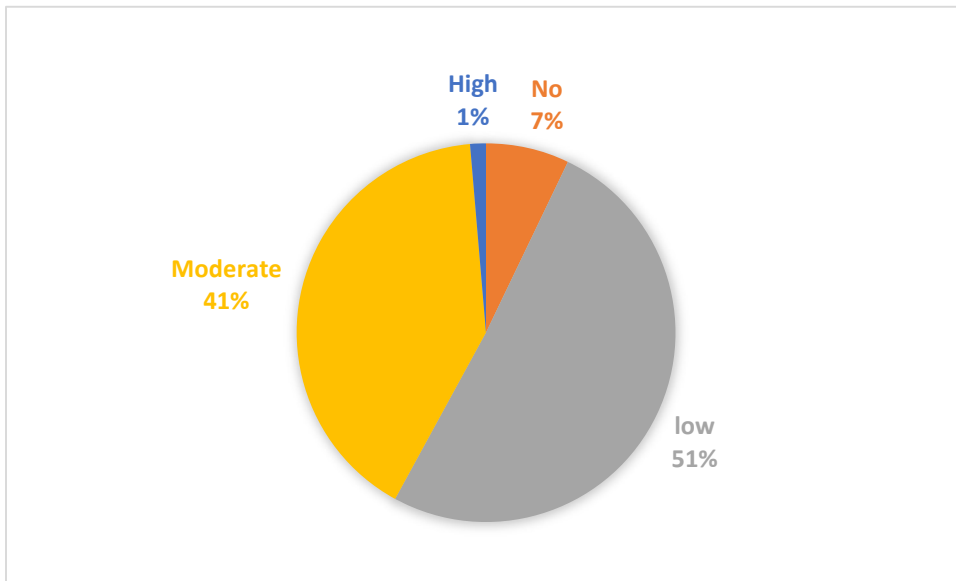
Sociodemographic characteristics		High N =2		Mild N =78		Moderte N =60		No N =10		X ²	P valu e
		NO.	%	N O.	%	N O.	%	N O.	%		
Gender	Male	1	50.0 %	64	82.1 %	49	81.7 %	5	50.0 %	6.848	0.07 7
	Female	1	50.0 %	14	17.9 %	11	18.3 %	5	50.0 %		
Age years /	Less than 20 years	1	50.0 %	25	32.1 %	16	26.7 %	0	0.0%	20.544	0.01 5 (S)
	From 20 to 25 years	1	50.0 %	37	47.4 %	36	60.0 %	7	70.0 %		
	From 26 to 35 years	0	0.0%	16	20.5 %	5	8.3%	1	10.0 %		
	More than 35 years	0	0.0%	0	0.0%	3	5.0%	2	20.0 %		
The home	owned	2	100.0 %	45	57.7 %	36	60.0 %	3	30.0 %	4.721	0.19 3
	rented	0	0.0%	33	42.3 %	24	40.0 %	7	70.0 %		

Daily expense	Enough	1	50.0 %	56	71.8 %	43	71.7 %	7	70.0 %	0.465	0.926
	Not enough	1	50.0 %	22	28.2 %	17	28.3 %	3	30.0 %		
Living with	Both parents	2	100.0 %	65	83.3 %	48	80.0 %	5	50.0 %	18.177	0.033 (S)
	Relatives	0	0.0%	5	6.4%	3	5.0%	2	20.0 %		
	Friends	0	0.0%	0	0.0%	2	3.3%	2	20.0 %		
	Another	0	0.0%	8	10.3 %	7	11.7 %	1	10.0 %		
Father age	Less than 40 years old	1	50.0 %	0	0.0%	1	1.7%	0	0.0%	41.797	0.000 (S)
	From 40 to 50 years	0	0.0%	32	41.0 %	25	41.7 %	6	60.0 %		
	From 51 to 60 years	0	0.0%	30	38.5 %	18	30.0 %	3	30.0 %		
	61 years and over	1	50.0 %	16	20.5 %	16	26.7 %	1	10.0 %		
Father education	Illiterate	1	50.0 %	2	2.6%	5	8.3%	2	20.0 %	13.521	0.035 (S)
	Preparatory or Secondary	0	0.0%	39	50.0 %	23	38.3 %	5	50.0 %		
	University or higher	1	50.0 %	37	47.4 %	32	53.3 %	3	30.0 %		
Father job	Governmental employee	1	50.0 %	33	42.3 %	29	48.3 %	3	30.0 %	10.458	0.107
	Nongovernmental employee Not work	0	0.0%	29	37.2 %	12	20.0 %	6	60.0 %		
	Governmental employee	1	50.0 %	16	20.5 %	19	31.7 %	1	10.0 %		
Mother age	Less than 40 years old	1	50.0 %	8	10.3 %	8	13.3 %	3	30.0 %	7.825	0.552
	From 40 to 50 years	0	0.0%	41	52.6 %	29	48.3 %	5	50.0 %		
	From 51 to 60 years	1	50.0 %	25	32.1 %	18	30.0 %	2	20.0 %		

	61 years and over	0	0.0%	4	5.1%	5	8.3%	0	0.0%		
Mother education	Illiterate	1	50.0%	11	14.1%	15	25.0%	2	20.0%	4.876	0.560
	Preparatory or Secondary	0	0.0%	36	46.2%	23	38.3%	5	50.0%		
	University or higher	1	50.0%	31	39.7%	22	36.7%	3	30.0%		
Mother job	Governmental employee	1	50.0%	22	28.2%	18	30.0%	2	20.0%	7.395	0.286
	Nongovernmental employee do	0	0.0%	8	10.3%	9	15.0%	4	40.0%		
	Not work Governmental employee	1	50.0%	48	61.5%	33	55.0%	4	40.0%		
Parents relationship	Understanding and respectful non-understanding and non-respectful	1	50.0%	66	84.6%	54	90.0%	9	90.0%	3.284	0.350
	Understanding and respectful non-understanding and non-respectful	1	50.0%	12	15.4%	6	10.0%	1	10.0%		

This table reveals that there is no statistically significant relation between socio-demographic characteristics and self-control levels of the studied students except for student age, living with parents, father's age, and education>

Figure 2: self-control levels among the studied students



self-control levels

Figure 2: Self-control levels among the studied students: This figure shows that more than half of the studied students (52%) have mild self-control

Table (4) Relation between academic stress and self-control among the studied students (N =150)

variable	Levels	Self-control levels								X ²	P value
		No		Low		Moderate		high			
		N	%	N	%	N	%	N	%		
academic stress levels	high	1	50.0%	8	10.3%	5	8.3%	0	0.0%	20.48 2	0.005
	Moderate	1	50.0%	24	30.8%	17	28.3%	2	20.0%		
	low	0	0.0%	42	53.8%	24	40.0%	8	80.0%		
	No	0	0.0%	4	5.1%	14	23.3%	0	0.0%		

This table reveals that there is a highly statistically significant relation between academic stress and self-control among the studied students at a p-value (0.005)

Table (5) Correlation between academic stress and self-control (N =150)

Studied variable	Academic stress	
	r	P value
Self-control	-0.181	0.005(S)

This table shows a statistically significant negative correlation between academic stress and self-control levels at a p-value (0.005). It means when academic stress levels increase self-control levels decrease.

Discussion

The academic environment often imposes substantial demands on self-control, leading to significant psychological strain. Academic tasks typically require high levels of self-control due to the complexity of lectures, fixed schedules, and increasingly complex academic projects (Smith & Watanabe, 2021). This study aimed to examine the relationship between academic stress and self-control among nursing students in Saudi Arabia. This research is crucial as it helps in understanding how stress impacts students' ability to regulate their behavior and manage their academic responsibilities, which can inform interventions to improve their well-being and academic performance.

The findings revealed that the mean age of the studied students was 21.3±0.58 years, with over two-thirds (79%) being female. This may be due to the traditionally higher enrollment of females in nursing programs, which are often perceived as more aligned with caregiving roles typically associated with women in many cultures, including Saudi Arabia. This demographic profile aligns with previous studies conducted by Ahmad and Latif (2020), who found that 67% of nursing students were aged between 21-23 years, and 80% were female. Similarly, Patel and Desai (2017) reported that the majority of their participants were 21 years old and predominantly female.

However, these findings contrast with those of Lee and Kim (2018), who found that more than half of their sample was 19 years old.

More than half of the studied students (71.3%) reported that their daily expenses were only sufficient, reflecting the challenging economic conditions and high cost of living. This may be because many students rely on limited financial support from their families or part-time jobs, which may not adequately cover their expenses in an increasingly expensive living environment. This finding is consistent with Ahmad and Latif (2020), who found that 85% of nursing students' family incomes were adequate. Additionally, most students (80%) lived with both parents, and a significant portion of their fathers (48.7%) and mothers (38%) had university or higher education. This cultural norm of living with both parents and the parental encouragement for higher education likely influenced these results. In contrast, Lee and Kim (2018) found that 60% of their participants lived separately, and their parents had secondary education levels.

Regarding academic stress, the study revealed that 49.33% of the students have moderate levels, likely due to the demanding nature of psychiatric nursing courses, heavy assignment loads, and stressful clinical placements. Vot et al., (2023) similarly found that nursing students experienced significant academic stress and anxiety, with 70% reporting high stress levels. O'Reilly et al. (2014) also noted moderate academic stress among nursing students in Ireland. The moderate levels of academic stress reported by students are indicative of the rigorous nature of nursing programs, which require extensive theoretical and practical knowledge.

The study found a statistically significant relationship between students' fathers' occupations and academic stress, with students whose fathers had non-governmental jobs experiencing higher levels of stress. This could be attributed to the additional stressors and responsibilities faced by fathers in non-governmental jobs, which may transfer to their children. This finding contrasts with Thompson and Russell (2019) and Silva et al. (2020), who found no significant relationship between fathers' occupations and academic stress. The increased stress among students whose fathers hold non-governmental jobs might be due to less job stability and financial insecurity often associated with these roles.

Furthermore, the study showed a significant relationship between fathers' education levels and academic stress, with higher stress levels observed among students whose fathers had university or higher education. This may be due to the increased pressure from more educated parents to excel academically. El-Gilany et al., (2018) similarly found a significant association between academic stress and fathers' education levels, whereas Jones et al., (2017) and Abbas and Abdo (2019) reported no such relationship. The higher academic expectations from educated parents can result in additional pressure on students, contributing to their stress.

The study also revealed that more than two-thirds of the students (approximately 67%) had low self-control, potentially due to the high levels of stress they were experiencing. Brown (2020) found similar results, with most nursing students exhibiting low to moderate self-control. A significant relationship was found between students' daily expenses and self-control, with lower self-control observed among those with sufficient and savings. This finding contradicts wAdebayo et al. (2018), who found no significant relationship between financial status and self-control. The correlation between daily expenses and self-control suggests that financial stress may hinder students' ability to manage their impulses and maintain self-discipline.

Moreover, a significant relationship was found between fathers' education levels and self-control, with lower self-control observed among students whose fathers had university or higher education. This may be due to the busy schedules of highly educated fathers, limiting their ability to teach self-

control values. Williams and Carter (2016) found no significant relationship between parents' education levels and self-control, further highlighting the variability in these findings. The demands on the time of highly educated fathers may reduce the opportunities for them to engage with their children in ways that foster self-control.

The study also demonstrated a significant negative correlation between academic stress and self-control levels. This may be because high stress levels can overwhelm students' cognitive resources, making it harder for them to exercise self-control. This aligns with Martin et al. (2019), who found that high stress levels negatively affect executive functioning, including self-regulation. Davis et al. (2018) and Lu et al. (2016) also reported a negative relationship between academic stress and self-regulation, reinforcing the importance of stress management in maintaining self-control.

Overall, the findings underscore the need for health education and support for nursing students to manage academic stress and develop self-control. This includes teaching students about the causes and symptoms of academic stress, encouraging proactive stress management, and utilizing available support systems (Thompson & Smith, 2020). By addressing these issues, educational institutions can help students navigate the demands of their coursework and clinical placements more effectively, ultimately improving their academic performance and well-being.

Conclusion:

Based on the results of this study and research questions, it was concluded that there was a highly statistically significant relation and negative correlation between academic stress and self-control among faculty of nursing students. so, the current study managed to answer the aim of the study and research question

Recommendations:

The present study's prior findings have led to the suggestion of the following recommendations: Create training courses in communication skills for nursing educators so they can work with students effectively. Hospital administrators should create ongoing education programs for their staff on how to deal with students and teach students cognitive behavioral programs to change their way of thinking. Create an educational program about stress management techniques

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