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The Level of Psychological Stress among Female Students of Princess Aisha School of Nursing at Al Hussein Bin Talal University: Descriptive Study

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Abstract

The purpose of the article to cast the light on the psychological pressures that encounter freshmen students at the Princess Aisha School of Nursing and Health Sciences at Al-Hussein Bin Talal University in due to the difficulty in adapting to the new university life and the difficulty in adapting to the social environment within the university and in university housing for students. Thus, this study shed the light on the level of psychological stress in the students of Princess Aisha School of Nursing at Al-Hussein Bin Talal University in Jordan. It is depended on the descriptive approach and selected a random sample of female students includes (100 female students) from the students of Princess Aisha School and it applied the Psychological Stress Scale among them. After data analysis, the main findings indicate that the overall level of psychological pressure in the sample of the study sample was intermediate. The average of the psychological stress index as a whole was 2.64 with a moderate evaluation. Also, the table shows that the mathematical averages of the responses for individuals in a random sample of the sub-dimensions of the psychological stress scale ranged between (2.33-2.77). The academic pressures were ranked first with an average of (2.77) and a high rating, then personal pressure was ranked secondly with an average of (2.74) and a high score, and social stress was ranked with an average arithmetic (2.73) and high score, Finally, family pressure was ranked fourth with an arithmetic average (2.33) and the degree of assessment of medium. In the current study, the researcher recommended to participate in counselling programs to identify effective strategies for coping with psychological stress and applying it in their daily lives, and increase the number of psychological, educational and academic guidance centres in university educational institutions to provide extension services to students in various fields. And focus on the difficulties and pressures experienced by students and their relationship to other variables.

Keywords: Psychological Stress, Female Students, Nursing, Al- Hussein Bin Talal University, Jordan

Introduction

The university stage is an essential educational stage. It is considered stage that has a great influence on the future of students and their choice of specialization and profession. Some people neglect this stage and do not plan for it. The university life is a comprehensive experience that the students experience during their study in all its details, interacting with it, being impacted by it, learning from its data, and benefiting from the experiences gained by developing its attitudes and ideas, and thus graduating from the university.

The psychological stress is one of the problems that are encountered by the university students. It is a natural feeling at the beginning of the university life to deal with the difficult and hard situations, and students face strand nature. The students are forced to work hard and to do their best to cope with the great changes that have occurred. It has positive results as the catalyst or challenge that motivates students to excel, perseverance and perseverance. Students encounter many academic requirements such as: achievement tests, answering questions in class, understanding subjects, competition with classmates, achieving Academic expectations; these requirements may excel the students' abilities and thus encounter the psychological stress associated with achieving an academic goal (Kauts, 2016; Pragasam et al., 2018).

The students of the Princess Aisha School of Nursing and Health Sciences at Al-Hussein Bin Talal University encounter a range of psychological pressures including academic requirements through theoretical study in English, medical, nursing and health terms, scientific materials, practical application within specialized laboratories and hospitals, difficulty managing time and personal characteristics such as patience and special skills during the first year of university studies, students are exposed to many psychological pressures. For example, students face difficulties in adapting to university life, difficulty in mobility and transportation. There are many female students are having difficulty acclimatization within the university housing, these difficulties and others have affected the academic achievement of students and contributed to the low academic level have.

Where students need attention and psychological care for the specificity of their age, the nature of their studies, and their university environment, which need effort and perseverance and interaction with new variables often lead to stress, and the pressures that make them people in dire need of psychological follow-up, The age stage necessitates the existence of many needs and psychological requirements, and a greater need for guidance and guidance, to help the student to adapt to the university environment and the external environment.

The nursing profession is one of the professions that provide humanitarian services, in which ethics and health play an important role. The doctor and nurse bear a common burden in caring for the patient and fulfilling all his requirements. Doctor is also one of the most active in the health institutions, whether at the level of treatment or attention to psychological factors for the patient, success requires that the nurse perform her role efficiently without feeling unable to control her emotions or lack of sense of personal achievement, it is necessary that the nurse has a high level of personal and social competence to succeed in performance (Ibrahim, 2010). According to many studies that carried out on freshmen students in universities, it can be said

that the undergraduate stage in the life of the student is one of the most important and sensitive stages in the student's educational life, through which his/her professional goals are formed. His/her personality is the foundation of his physical, mental, emotional and social development. He has an impact on his future life and an indication of his success, creativity and excellence.

Psychological stress, physical and emotional effects of multiple negative subjects that have a direct negative impact on students, and on their educational achievement and environmental adaptation, especially students of the Faculty of Nursing at the University of Hussein bin Talal, The students during university study face many difficulties, such as, academic pressure of the difficulty of subjects and lectures pressure, field application, the need to go to hospitals, deal with patients and their health conditions, theoretical study in English, medical terminology, nursing, health, scientific materials and practical application within specialized laboratories, hospitals, and the difficulty in managing time and personal characteristics as patience and the skills of the medical profession and take responsibility. The Students in the first year of university study are exposed to psychological pressure as the result of the difficulty in adapting to university life and the difficulty of mobility and transportation in addition to the difficulty of adapting to the social environment within the university, also they face difficulty in adapting within the university housing, these difficulties and others affected the academic achievement of female students.

Thus, the problem of the study focused on the existence of psychological pressure experienced by female students in the nursing profession, whether personal, academic or social pressures that cause them many problems and are directly reflected on their educational achievement and psychological adjustment and compatibility with the surrounding environment.

Objectives of the Study

Specifically, this Study intends to address the following objectives thus:

- a. Identifying the level of psychological stress by dimensions of pressure in the academic, personal, social and family among the students of Princess Aisha College of Nursing at Al-Hussein Bin Talal University in Jordan.
- b. Determine the overall level of psychological stress in the students of Princess Aisha College of Nursing at Al Hussein Bin Talal University in Jordan.

Research Questions

In order to address the above objectives of this study, the following questions were raised and answered:

- a. What are the levels of psychological stress by dimensions of pressure in the academic, personal, social and family among the students of Princess Aisha College of Nursing at Al-Hussein Bin Talal University in Jordan?
- b. What is the overall level of psychological stress in the students of Princess Aisha College of Nursing at Al Hussein Bin Talal University in Jordan?

Review of Literature

Psychological Stress

Psychological stress is an unspecific response from the body to any requirement placed on it (Selye, 1976). It is also known as physical, mental or emotional distress or difficulty caused by

environmental, situational or personal demands or pressures (Ghurair and Abu Assaad, 2009). Factors which determine the influence of psychological stress on individuals include: (i) Self-factors: It means that the individual does not deal with stressful situations itself, but deals with individual assessment of the situations. Two individuals may be exposed to the same problem, while they are not equally influential in both. These factors are determined by the extent of the individual's assessment of the problem to which they are exposed. (ii) Objective factors: It includes the range of exposure to psychological stress. It is a direct relation; the pressure increase by time. The pressure has a cumulative effect. The pressure increases when the need is important, and the less pressure when the need is not important to the individual (Jayusi, 2014). The kinds of psychological Stress are (a) Bad psychological pressure: It is called pain such as loss of dear or loss of work (b) Good psychological pressure: It leads to re-adjustment to the self as the birth of a new child or travel in work or mission (c) Excessive psychological pressure: It results from the accumulation of negative events so that exceed the sources and capabilities of the individual and (d) Low psychological pressure: It occurs when the individual is bored and not challenging and feeling excited (al-Zahrani, 2018; Al-Nawaseh, 2011; Ahmad, 2018).

The Effects of Psychological Stress

There are many effects for psychological stress on human being; especially students who expose to pressure. (i) Physical effects: The psychological pressures weaken the immunity of the body against the resistance of different diseases. The individual's response to pressure is usually the injury of the area's most susceptible to infection. They vary from one person to another. The physical manifestations of stress are manifested in several effects: dry mouth, general fatigue, Heart, gastrointestinal disorder, neck pain, low back pain. (ii) Psychological effects: anxiety, stress, sleep disorders, lack of enjoyment of life and change in the ability to eat and other psychological effects. (iii) Emotional effects: The reactions of the individual and response to the level of feelings and emotions and is the concern of the most common reactions to the psychological pressure, which is the fear of something unpleasant, and severe pressures lead the individual to psychological depression and dominated by negative emotions such as feelings of guilt and insomnia. (iv) Cognitive effect: Changes in all cognitive functions such as cognition, governance, problem solving, memory and attention are also affected, making it difficult for an individual to focus his attention on a task. (v) Behavioral effects: Many studies have shown that psychological stress may be a direct cause of violence, alcoholism, drugs and smoking, as well as the way a person performs his daily tasks and tasks because of the psychological stress he suffers (Samairan & Masaeed, 2014).

Psychological Stress Sources among University Students

Personal sources: These factors are related to the characteristics of the students' personality and the nature of the developmental stage they are going through. The student passes between two stages: adolescence and youth characterized by rejection of the student for ready solutions to his/her problems and his/her quest to reconsider his/her lifestyle and social relations. He/She also feels that he/she needs an emotional separation from the family. But at the same time wants the support and support of family members. In addition, there are other factors and individual variables that contribute to students' stress:

- a. Family factors: Family climate is of great importance in the progress or failure of the student in education by not helping the children to trust themselves in the face of the problems of the corresponding school, and the lack of appropriate atmosphere for study, causing lack of focus in the memorization of the subjects and the spread of tension and anxiety associated Especially during exams, and increasing pressure on children in the study at a time when they are mentally and physically unprepared, and the failure to provide books and school supplies, and family differences and abnormal family atmosphere plays a large role in influencing the student's academic level (Jamal, 2016).
- b. Concern of the exam: Exam anxiety is a common psychological problems in which the student suffers from tension and a sense of danger, and people differ in dealing with concern, some adapt to him positively, such as organizing time and study diligently and control the negative ideas you see about his performance in the exam and about the outcome and the future, Natural here activates the positive efforts of the individual to deal with the important and difficult things and then control and success in it, and some of the students are dominated by negative anxiety remains volatile and persistent and nervous and a little sleep and eating and many of the problems and complaints and decrease productivity and performance. Common symptoms of this anxiety include headache, lack of appetite, abdominal pain, nausea, a feeling of imbalance, heart palpitations, chest pain, various muscle pains, fatigue and fatigue.

The obvious psychological symptoms in the student: It anticipation and fear and predict failure and failure and difficulty of sleep and disturbing dreams, in addition to nervousness and tension and lack of focus (Al-Nawaseh, 2011). (a) Academic pressures: The pressures that the individual is subjected to specifically in the academic field of his life, which weaken his ability to respond appropriately to the current situation, and loss of ability to focus, with the attendant emotional and physiological disorders on different aspects of the personality. (b) Social pressures are the pressures on the individual that are specifically related to the social aspect of his life, which weaken his ability to perform the appropriate response, and his loss of concentration, with the accompanying emotional and physiological disorders on different aspects of the personality (Khaza'leh & Al-Gharaibeh, 2011).

Nursing Profession

It is one of the most important and strategic professions in the health care systems of any developing or developed country, a profession that cannot be dispensed with and cannot be dispensed with by any economy or health system. In the modern world, nursing is no longer a religious profession. The nurse is now known as "a person, often a woman, who is trained to care for the ill and the disabled, to help doctors, "A person who helps patients under the direct supervision of doctors." The role of the nurse is to deal with and adapt to a variety of situations and events, including care for chronically ill or long-term care patients, those in critical condition, and basic care such as bathing, comfort and assisting patients and their relatives. It is therefore not surprising that the term nursing refers to the care of the sick, disabled or disabled (Fares, 2015)

They are defined as: protecting, promoting and improving the health and abilities of individuals, preventing disease and injury, facilitating healing and alleviating the suffering of

individuals through diagnosis and treatment (Menshawi, 2018). Mcfarlane determines that nursing is a process of treatment, assistance, service and care, characterized by altruism, trust, dedication, sincerity and loyalty. Nursing is defined primarily as care and care for others. This includes any number of activities; something that sounds as simple as holding a sick hand. Nursing is centered on the person receiving care, nursing is removed from science and art, and nursing is primarily the knowledge of care provided, while the art of nursing is the skilled application of this knowledge in helping others to improve health and quality of life (Fares, 2015).

Evidences and General Standards for the Nursing Profession in Jordan

The Ministry of Education, the Jordanian public and private universities, the Ministry of Health, Royal Medical Services, UNRWA, the Association of Nurses and Legal Midwives participated in the preparation and publication of the Guide and Standards of Nursing Ethics in Jordan in 1996. The guide included nursing ethics, regulations and general instructions related to the nursing profession; the nursing standards are the scientific and professional reference that regulates the nursing performance of nurses in Jordan. Nursing: To carry out the tasks of the profession within approved and agreed frameworks that preserve the level of nursing performance represented in:

- a. Philosophy and the resulting goals and concepts are the basis for the provision of nursing care.
- b. The ethics of the profession of nursing and the general regulations and instructions related thereto is a rule in the practice of the profession.
- c. Scientific research and benefit from its results is necessary to develop performance in the nursing profession.
- d. Self-development is a necessary requirement for upgrading the nursing profession.
- e. Teamwork is a key element in achieving the desired health care goals (Issa & Salameh, 2001).

Problems and Difficulties Faced by Nursing Staff

- a. Lack of adaptation to the members of the medical team because of the difference of thought and culture and competition in the mastery of work and the inequality between nursing treatment and moral, material and moral privileges.
- b. Internal conflicts between the nursing staff and the medical team.
- c. Many burdens and responsibilities assigned to the nurse.
- d. The schedule and schedule of shifts and their unfair distribution among nurses in hospitals.
- e. Work pressure and inability to communicate positively between the nurse and the patient's family, which is known as the health communication between the nurse and members of the health team on the one hand, and between the nurse and the patient's family on the other hand (Menshawi, 2018).

Psychological Stress Sources in the Nursing Profession

- a. Certain sources are related to the nature of work: The physical nature that surrounds the individual in his workplace, such as lighting, ventilation and noise, which cause physical exhaustion and psychological pressure and the quantitative burden and means the multitude of work of the individual, which is accomplished in an insufficient time, and a quantitative

- burden and occurs when the individual feels that the skills required to achieve a certain level of performance over his abilities.
- b. Ambiguity of role: When an individual becomes unsure of many things to do with his/her work and the extent of his/her responsibilities and expectations of others differ about a particular role and responsibilities associated with it.
 - c. Liability: Responsibility is another source of tension for the individual in the exercise of his or her role. It is possible to distinguish between two kinds of responsibility, responsibility towards individuals and responsibility for things. If the nurses are exposed to actual situations, they feel anxious and tense because of their exposure to life and death, Patients as well as their psychological and emotional attachment.
 - d. The relationship with coworkers: The psychological pressure can result from the loss of the individual social support by colleagues, and the nature of the relationship between individuals to each other determines the degree of psychological pressure, when these relationships are competitive and unbalanced, which increases the Psychological stress.
 - e. Relationship with patients: The provision of nursing service for patients suffering from different diseases and in poor psychological conditions is itself a source of psychological pressure for the work of the nurse (Maryam, 2008).

Some of the studies conducted in this regard include that of al-Khawaldeh and al-Khawaldeh (2018) who explored the effectiveness of a therapeutic program in reducing psychological stress and improving the self-concept among Philadelphia University students. The study population of all students of the Faculty of Arts and Sciences at Philadelphia University for the 2015-2016 academic years was applied to psychological stress measures, self-concept as a pre-test to students who have indicated their desire to participate in the program (45 students).

The sample of the study was chosen from the students who obtained high scores on the psychological stress scale and the students who obtained low scores on the self-concept scale (30 students). They were randomized to two groups: (15) students who did not receive the treatment program. The results of the study indicated that there were statistically significant differences between the experimental group and the control of the post-test for both the psychological stress measures and the self-concept due to the effectiveness of the therapeutic program that was applied on the experimental group.

Similarly, al-Zahrani, (2018) who identified the interrelationships between perceived psychological pressure and motivation of achievement and academic compatibility among students of Jeddah University. The researcher used the descriptive descriptive approach. The study tools were in the cognitive stress scale (prepared by the researcher) and the achievement motivation scale , And a measure of academic compatibility for university students, applied to a random sample of 150 students from Jeddah University, from specializations (special education, education techniques, physical education, Quranic studies (6.7), and the following conclusions were reached : There was a low level of perceived mental pressure in the sample at an average of 2.51, while the motivation level of achievement reached an average of (3.38), while the academic consensus reached an average of (3.85), both of which are highly rated. The results also showed a negative correlation relationship the psychological pressures of different types and academic compatibility in different areas, as the results of the study to the existence of a

statistical contribution to both the perceived psychological pressure and motivation to achieve the prediction of academic compatibility of university students.

Methodology

Research Design

This is a quantitative study, a descriptive survey design was adopted to design and implement the study.

Population of the Study

The population of the study is one of the students of Princess Aisha College of Nursing at Al Hussein Bin Talal University in Ma'an city in the Hashemite Kingdom of Jordan during the year 2019/2018, consisting of 450 students.

Sample of the Study

The sample of the basic study consisting of (100) students at Princess Aisha College of Nursing and Science at Al-Hussein Bin Talal University to apply the psychological stress gauge to identify the level of psychological pressure they have.

Instrument of the Study

The instrument used in this study was the researchers developed measure of psychological stress. It consisted of 65 items divided into four sub-dimensions of personal pressure (16) paragraph, academic pressures (14), pressure family (17) paragraph, social pressures (18) paragraph. The scale was constructed with a response options using five points Likert type scaling (not applicable, slightly applicable, moderately applicable, highly applicable, very applicable).

The scale was validated by psychologists, psychologists and educational sciences from faculty members of the Faculty of Educational Sciences in a number of Jordanian public universities and administered to a sample of 35 female students, in order to ascertain the validity and consistency of the study scale and its suitability for the sample members. The responses from the pilot test were used to conduct a reliability test using Chronbach Alpha technique; the result yielded a reliability coefficient of 0.81 for Personal pressures, 0.82 for Academic pressures, 0.85 Family pressures, 0.86 Social pressures and 0.95 for the overall psychological stress scale. These reliability values are considered adequate for this study.

Data Collection

The developed and validated scale was administered to the sample of 100 students at Princess Aisha College of Nursing and Science at Al-Hussein Bin Talal University by the researchers and the responses were entered, scored and used as data in this study.

Data Analysis

The responses of the students at Princess Aisha College of Nursing and Science at Al-Hussein Bin Talal University were coded and entered into excel spreadsheet. The descriptive statistics mean and standard deviation was used to analyse the data using SPSS 22 after assessing the data for normality. The responses were scored as 1 (very low) to 5 (very high).

Results and Discussion

The results of this study were obtained from the descriptive analysis as explained in the proceeding section. The findings are presented based of the raised research questions.

Research Question 1: What are the levels of psychological stress by dimensions of pressure in the academic, personal, social and family among the students of Princess Aisha College of Nursing at Al-Hussein Bin Talal University in Jordan?

To find out the psychological pressures in more detail, the arithmetical averages and the standard deviations of the responses of the study sample were extracted separately from the dimensions of each dimension of the stress scale separately.

Academic Pressures Dimension

Table 1: academic pressure dimension of Psychological Stress

SN	Statement	Mean	Std. Dev	Stress Level
1	I have difficulty with medical terminology	3.18	0.89	High
2	I have difficulty implementing what I learned in field training	3.11	0.99	High
3	I have a hard time studying in English	3.07	0.98	High
4	I feel very upset when I fail in one exam	3.05	1.08	High
5	I am charged with many duties and cannot accomplish them	2.94	0.94	High
6	I do not get the degree I want	2.86	1.16	High
7	I have difficulty getting the rating I want	2.85	1.10	High
8	I suffer from stomach disorders when the exams are approaching	2.74	1.16	High
9	I have a hard time studying	2.73	1.25	High
10	My ability is low on academic achievement	2.72	1.15	High
11	I suffer from severe headaches at the time of examinations	2.64	1.21	Moderate
12	I have difficulty dealing with patients	2.48	1.40	Moderate
13	I have no connection between what I learn and what is going on in my working life	2.23	1.32	Moderate
14	Some teachers mistreat me	2.13	1.49	Moderate
Overall Academic Pressure		2.77	0.57	High

Table 1 shows that the overall level of academic pressure among the study sample was high. The mean of academic pressure as a whole was 2.77 with a high rating. As shown in Table 6.2, the subjects of the study sample on the dimensions of the dimension ranged between (2.13 - 3.18). There are (10) paragraphs obtained a high rating, while the rest of the paragraphs have a medium rating, ranked first in paragraph (5), which says: (3.18). Paragraph (2) reads: I have difficulty implementing what I have learned in field training (3.11), while the last paragraph (14) reads: I

am disturbed by the abuse of some teachers by an average of (2.13) with an average rating. This result can be explained by the fact that students in the first years of the study face difficulties and psychological pressure as a result of change in the life system and study and transition from school to university and away from the family, and this is reflected at the academic level of the student when entering the university.

In addition to the specificity of the nursing college in the Jordanian universities and the practical application required by the students at the beginning of the second year, as it moves to apply what they have learned in hospitals and health centres, which creates additional pressure in dealing with patients and their families, and the student's desire for theoretical and practical success, It is expected that the study in practical colleges such as the Faculty of Nursing will require the same time, effort and energy required by the study of theoretical colleges, in addition to the difficulty of medical terminology and the difficulty of teaching in English, The course is designed to enable students to fit between the theoretical lectures within the university and the hours of field application within the hospitals and health centres and then return to the university to complete the lectures.

This result can also be explained by the fact that the study in scientific colleges requires a double effort, namely, spending more time studying and preparing for the completion of academic duties and tasks, in addition to the difficulty of materials that require mental abilities suited to these disciplines, and long time in scientific research, Medical Laboratory. The current study came in line with the results of study done by Khaza'leh & Al-Gharaibeh (2011), which showed that students in scientific colleges face higher psychological stress than students in humanitarian colleges. The results are also consistent with the results of study done by Jayusi (2014), which showed that university pressure is the highest average in the areas of psychological stress experienced by students.

Personal Pressures Dimension

Table 2 indicates that the overall level of personal pressure in the study sample was high. The mean of the total personal pressure (2.74) was high, as shown in Table (6.3) The computations of the responses of the sample of the study sample on the dimensions of the study ranged between (2.46-3,24). There were (8) paragraphs obtained a high degree of evaluation, while the rest of the paragraphs obtained a medium rating. The first rank was paragraph (6): I suffer from insomnia, with an average of (3.24), and occupied paragraph (9), which reads: I have difficulty forgetting the negative events past the second place with an arithmetic average 3.13). Finally, paragraph (14) reads: I feel that the world is over because I do not have something I want, with an average of (2.46) with a medium rating.

This finding can be explained by the exposure of students to many stressful situations and the daily difficulties they face and cannot deal with them and the accompanying feelings of distress and tension, which can have a negative impact on the student in one or more aspects of her personality, and make them unable to bear positions.

Table 2: Personal Pressure Dimension of Psychological Stress

SN	Statement	Mean	Std. Dev	Stress Level
6	I suffer from insomnia	3.24	0.92	High
9	I have difficulty in forgetting past negative events	3.13	0.81	High
4	I have daily problems that I cannot handle	3.02	0.92	High
10	Control negative thinking	3.00	0.97	High
8	I have a hard time adjusting my lifestyle	2.87	1.11	High
11	My feelings are easily undermined	2.79	1.15	High
13	I have headaches	2.71	1.23	Moderate
15	I cannot afford difficult situations	2.71	1.09	Moderate
3	I am plagued by the agonies of life on every side	2.65	1.16	Moderate
5	I cannot take responsibility	2.62	0.97	Moderate
7	I get away from the problems that are facing me	2.61	1.25	Moderate
16	I suffer from stomach ache	2.56	1.25	Moderate
12	My life goes contrary to what I wish	2.52	1.23	Moderate
2	Others do not take into account my feelings	2.48	1.08	Moderate
1	I do not have to keep pace with life's changes	2.47	1.17	Moderate
14	I feel the world is over because I do not have something I want	2.46	1.16	Moderate
	Overall Personal Pressure	2.74	0.49	High

Social Pressures Dimension

Table 3 shows that the overall level of social pressure among the study sample was high. The mean of the social pressures as a whole (2.73) was high, as shown in Table (6.4) the sample of the study sample on the dimensions of the dimension ranged between (2.41 - 3.13). There are (11) paragraphs obtained a high degree of evaluation, while the rest of the paragraphs have a medium rating, and ranked first in paragraph (7), which reads: (3.13), and paragraph (13): I feel bad when I miss the love of others ranked second with (3.05), while the last one came in paragraph (5), which reads: People ignore me, with an average of (2.41) with a medium rating.

This can be explained by a number of factors, including: the lack of appreciation of some nursing profession and considering it as a supporting profession, and the way some individuals deal with female students during the field application, which makes students feel upset and tense while in hospital, which negatively affects the practical application of what I learned in the lectures and Then affect the way it treats patients. And the lack of time to form new social relationships as well as affect the student's ability to maintain the social relations that already have, and the inability to engage in some social and recreational activities, which may help them adapt to the university environment in which it leads to make new friends and good relations with teachers.

Table 3: Social Pressures Dimension of Psychological Stress.

SN	Statement	Mean	Std. Dev	Stress Level
	The community does not appreciate nursing	3.13	0.80	High
	I feel bad when I miss the love of others	3.05	0.80	High
	I feel difficulty in breath in social events	2.99	1.16	High
	My hand trembles violently when speaking in front of a group of people.	2.88	1.22	High
	Others criticize my Specialization	2.85	1.13	High
	My colleagues refuse to help me	2.82	1.14	High
	I am annoyed that every person looking for his interest	2.79	1.16	High
	I feel very upset when one of my friends get sick	2.79	1.22	High
	I cannot manage in social events	2.78	1.32	High
	I find others moving away from me	2.68	1.23	High
	I cannot join to a group of friends	2.67	1.23	High
	I'm annoyed when my friend is late for the appointment	2.65	1.10	Moderate
	I have difficulty making friends	2.61	1.15	Moderate
	No one of my friends helps me.	2.55	1.38	Moderate
	Mocking my friend	2.49	1.27	Moderate
	I lose confidence in some of my friends for a different behavior	2.47	1.31	Moderate
	I feel annoying when my friend do not tell me her secrets	2.47	1.36	Moderate
	People ignore me	2.41	1.36	Moderate
	Overall Social Pressures	2.73	0.53	High

Family Pressures Dimension

Table 4 shows that the overall level of household pressure in the sample of the study was high. The mean of the household pressure as a whole was 2.33 with an average rating, as shown in Table (6.5) the computations of the responses of the individuals in the study sample on the dimensions of the study ranged between (1.77-2.98). There were (6) paragraphs obtained a high degree of evaluation, while the rest of the paragraphs obtained a medium rating, Which read: One of the members of my family is not satisfied with my specialty, with an average of (2.98), and occupied paragraph (12) and read: I feel very bad for the disease of a relative second place Bamato (2.82), while the last rank in paragraph (11), which reads: I feel bad to enter the nursing specialization to meet the desire of my parents, an average of (1.77) with a medium rating.

Table 4: Family Pressures Dimension of Psychological Stress

SN	Statement	Mean	Std. Dev	Stress Level
4	One of my family members is not satisfied with my specialty	2.98	0.91	High
12	I feel very upset with a relative's illness	2.82	1.23	High
9	My father presses me to get high marks on the exam	2.70	1.09	High
14	I feel very upset about the death of a relative	2.70	1.10	High
17	I am disturbed by the negative words that my father describes to me	2.68	1.24	High
3	I cannot express my opinion within the family	2.42	1.15	Moderate
10	My father distinguishes me from my brothers in the treatment	2.33	1.33	Moderate
5	I feel jealous of one of my brothers	2.32	1.18	Moderate
15	I am very upset that I do not meet my own requirements	2.24	1.37	Moderate
7	My parents compare me to my classmates	2.17	1.08	Moderate
13	Conflicts and quarrels within the family are increasing	2.16	1.35	Moderate
8	My family wants me to things I do not want	2.14	1.20	Moderate
16	My father cannot do what I do	2.09	1.49	Moderate
6	My father constantly criticizes me	2.07	1.22	Moderate
2	My family is interfering with my own privacy	2.04	1.36	Moderate
1	My father degrades me.	2.00	1.37	Moderate
11	I feel uncomfortable entering my nursing specialty to meet my parents' wishes	1.77	1.24	Moderate
Average Family Pressure		2.33	0.76	Moderate

Research Question 2: What is the overall level of psychological stress in the students of Princess Aisha College of Nursing at Al Hussein Bin Talal University in Jordan?

The answer to this question was obtained by extracting the arithmetical averages and the standard deviations of the responses of the sample members of the sample on the psychotropic measure in its sub-dimensions.

Table 5: Psychological Stress

SN	Dimension	Mean	Std. Dev	Stress Level	Ranking
1	Academic pressures	2.77	0.57	High	1 st
2	Personal Pressure	2.74	0.49	High	2 nd
3	Social Pressure	2.73	0.53	High	3 rd
4	Family Pressure	2.33	0.76	Moderate	4 th

Overall Psychological Stress	2.64	0.54	Moderate
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Table 5 shows that the overall level of psychological stress in the study sample was moderate. The arithmetic mean of the psychological stress scale as a whole was 2.64 with an average rating. As shown in the table, the arithmetical averages of individual sample responses (2.33-2.77), where the academic pressure came first, with an average of (2.77) and a high degree of evaluation, and the second place was personal pressure with an average of (2.74) and a high rating, social pressures came in third place, with an average of (2.73) and a high degree of evaluation to rank fourth and final arithmetic average (2.33) and medium evaluation.

Conclusion and Recommendations

Based on the findings of this study, it can be concluded that, psychological stress in the students of Princess Aisha College of Nursing at Al Hussein Bin Talal University in Jordan is moderate and that the stress occurred in all the four identified dimensions of Academic pressures, Personal Pressure, Social Pressure and Family Pressure. The study therefore recommends base on the following categories:

University Students

- a. Participate in the guidance programs to identify effective strategies to cope with stress and apply them in their daily lives.
- b. Participation in training and guidance courses that help in achieving psychological, social and family harmony, which raise the level of mental health among university students.

University Educational Institutions

- a. Increasing the number of psychological, educational and academic guidance centers in the university educational institutions to provide extension services to students in all fields.
- b. Increase the number of workers in the counselling centers from specialists in psychological and educational counseling, to provide extension services and guidance programs, professional and academic for students, especially new students in the first and second year.
- c. Holding training and guidance courses where students learn the skills of social communication and immunization against stress and tension to familiarize them with effective methods and strategies in dealing with psychological stress and response, which may help the psychological compatibility and social harmony, especially for students in the early years of the university, In hospitals and health centers.

Social workers and Educational Counsellors

- a. Conducting other studies dealing with nursing specialization in Jordanian universities and focusing on the difficulties and pressures experienced by students and their relationship to other variables.
- b. To benefit from the results of the current study to build guidance programs to alleviate the psychological pressure among students of nursing colleges, and other studies on the subject of psychological stress facing university students.

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