

The Impact of Social Support in Academic Performance of Second Year Nursing Students of Perpetual Help College of Manila

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Abstract

Social support plays a vital role in students' motivation, confidence and academic performance, especially in demanding programs such as nursing. The purpose of this research was to determine the impact of social support on the second year college nursing students' academic performance in Perpetual Help College of Manila. The design of the study was quantitative descriptive. A total of 181 respondents were selected by simple random sampling. The researchers used a 22 - item questionnaire. The instrument, which was validated, determined the demographic profile, perceived social support and academic performance. The findings indicated that the respondents receive moderate to high levels of social support and academic performance. The findings indicate that the respondents receive moderate to high levels of social support from families, peers and faculty members, with emotional support as the strongest type of social support. Using regression analysis, It was found that there is a significant impact of social support on academic performance ($R^2 = .412$, $p = .000$). This means students who receive higher levels of social support had higher academic performance. The conclusion is that social support can improve motivation, resilience and academic performance of nursing students. The researchers suggested strengthening peer mentoring, family participation and faculty support to sustain the students' resilience and academic success.

Keywords: Social support, nursing students, academic performance, emotional support, peer support, quantitative study.



1. Introduction

Nursing education involves high levels of academic discipline, emotional resilience, and continuous adjustment to increasing demands. In these regards, second-year nursing students face different stressors that could have impacts on their academic performance as they are moving into higher-order theoretical classes and beginning to undertake more responsibilities in their clinical exposures. This may include long hours of study, complicated concepts in medicine, and pressures associated with ensuring safety and competency in patient care.

At this critical period, social support becomes a vital factor that assists students in dealing with academic and personal issues. Social support encompasses emotional, informational, and practical assistance which may be derived from the student's family, peers, instructors, and others constituting their environment. The availability of such supportive networks has been noted as a protective factor that diminishes levels of stress, enhances the motivation of students, and reinforces their coping strategies against the stringent demands encountered in nursing school.

In the field of nursing education, strong social support significantly helps students build confidence and develop ways of overcoming obstacles. Many studies have found that students whose progress is consistently supported are likely to be able to stay interested in lessons, establish a good pattern of studying, and be able to perform well academically. Conversely, for those students who do not get enough supporting help, emotional burdens may build up, motivation may fall, and a balance between school demands and personal obligations may be harder to achieve.

These realities are very well reflected in the academic journeys of nursing students at Perpetual Help College of Manila. With heavy demands in coursework, clinical duties, skill-based activities, and personal expectations to meet, it becomes even more apparent that a solid support system is what students want most. Any administrator, instructor, or family member who understands the dynamics of social support as it affects student performance can therefore target these places for guidance and assistance.

In the light of these considerations, this research will investigate how social support relates to the academic performance of second-year nursing students and identify which dimension of support—emotional, informational, or practical—is most strongly related to performance. By examining this relationship, these researchers wish to offer some insights that can support the reinforcement of student support programs, improvement of teaching strategies, and the general well-being and academic success of nursing students at this institution.

Statement of the Problem

This study aims to find out how social support helps second-year nursing students at Perpetual Help College of Manila in their academic performance. It will focus on how support affects their study habits, ways of managing stress, and overall performance in school. This research will also look into what kind of support helps students do better, and what happens when support is lacking. The results will help provide useful recommendations to improve support systems for nursing students.

Research Design



This research will use a quantitative descriptive design to analyze the effects of social support in the academic performance of second-year nursing students at Perpetual Help College of Manila. The study will focus on measuring the level of social support that students receive from their families, friends, classmates, and clinical instructors, and assess their academic performance based on their grades. By analyzing these two factors, the research will determine how social support influences the students' ability to manage the academic, emotional, and physical challenges of nursing education. The aim of this study is to understand the role of social support in helping students cope with the pressures they face in their nursing studies and how it may impact their academic success. The research will explore whether students with higher levels of social support perform better academically, demonstrating the importance of a strong support system in helping students to succeed. This approach is chosen because it provides clear and measurable data on the relationship between social support and academic performance without altering the variables. It will offer valuable information that can inform future interventions or support strategies to help nursing students thrive in their academic journey.

Research Question:

The study seeks to describe the respondents' demographic profile in terms of age group and sex, and to examine how social support influences the academic performance of second-year nursing students at Perpetual Help College of Manila. It aims to determine the specific effects and ways in which social support impacts their academic outcomes, explore how students perceive its role in managing academic stress and workload, and identify whether there is a significant difference in academic performance between students who receive strong social support and those with limited support.

1. What is the demographic profile of the respondents in terms of:
 1. 1. Age – age grouping
 1. 2. Sex – male and female?
2. What effect does social support have in the academic performance of second-year nursing students at Perpetual Help College of Manila?
3. How does social support can affect the academic performance of second-year nursing students at Perpetual Help College of Manila?
4. How do students understand the role of social support in managing academic stress and workload?

5. Is there a difference in academic performance between students having strong social support and those with limited social support?

2. Methodology

2.1 Study Design

This study utilized a quantitative descriptive research design to analyze the effects of social support on the academic performance of second-year nursing students at Perpetual Help College of Manila. A quantitative design approach was considered appropriate as it allowed the researchers to gather measuring data on the levels of social support students' received from their families, friends, classmates, and clinical instructors, as well as their academic performance based on grades. The study aimed to determine how sources of support influence students' ability to cope with academic, emotional, and physical challenges of nursing education. This study design provided clear and measurable data on the relationship between social support and academic performance without altering any variables, and offered valuable insights that may guide future interventions or support strategies to help nursing students succeed in their academic journey.

2.2 Participating and Settings

The research was conducted at Perpetual Help College of Manila, specifically within the College of Nursing. A total of one hundred eighty-one (181) second-year nursing students, determined through Slovin's formula, were selected from a population of 330 students enrolled. The sampling technique used was simple random sampling so that everyone from the class will have the same probability of being picked. Second-year nursing students were chosen because they are at a critical stage in their academic journey, facing demanding coursework and clinical preparation—making social support especially significant to their academic performance. The selected participants varied in background, ensuring diversity in experiences, perceptions of support, and academic performance levels. Data collection took place within the school context through an online Google Form survey, allowing students to respond at their convenience while maintaining safety, accessibility, and confidentiality.

2.3 Data Collection

Data were collected through a structured survey questionnaire using a validated research instrument. Prior to data gathering, formal letters requesting permission to conduct the study were submitted to and approved by the school administration and the College of Nursing. Once approval was granted, the researchers distributed the survey to the participants through an online Google Form to accommodate students' varying academic and clinical schedules.

The survey instrument consisted of three main sections:



- Demographic Profile (age, sex; basic background information)
- Social Support (perceived support from family, friends, classmates, and clinical instructors)
- Academic Performance (self-reported grades, study habits, and perceived academic capability)

The questionnaire items were adapted from validated tools, including the Academic Task Performance Scale (Koopmans et al.) and the Social Support Assessment (Sarason, I.G.). Each section utilized a 5-point Likert scale, with additional open-ended questions included in the demographic portion. Participants were informed of the study's purpose, and ethical considerations such as informed consent, voluntary participation, and confidentiality were strictly observed. A total of 181 second-year nursing students completed the survey. Responses were automatically recorded through Google Forms, organized, and stored securely for analysis.

2.4 Data Analysis

The data collected from the 181 respondents were analyzed using both descriptive and inferential statistical methods. Descriptive statistics, including frequency, percentage, mean, and standard deviation, were used to summarize the demographic profile of the students and assess their levels of social support and academic performance. To examine the relationship between social support and academic performance, the study employed the Pearson Correlation Coefficient, which measured the strength and direction of the association between the two variables. Additionally, regression analysis was conducted to determine whether social support could significantly predict academic performance among second-year nursing students. These statistical tools provided a comprehensive understanding of how different sources of social support contribute to students' academic outcomes and allowed the researchers to draw evidence-based conclusions regarding the impact of social support on academic success.

3. Results and Discussion

3.1 Result

Table 1. Distribution of the Respondents Based on their Demographic Profile

Profile	Frequency	Percentage
Age		
<i>18 - 20</i>	126	68.9
<i>21 - 23</i>	53	29.0
<i>24 - 26</i>	0	0
<i>27 and above</i>	4	2.2
Gender		
<i>Male</i>	37	20.2
<i>Female</i>	146	79.8
Total	183	100

Table 1 shows the demographic profile of the 183 second year nursing students. The majority, 68.9% (n=126), belong to the age of 18–20 years, followed by the age group of 21–23 years with 29.0% (n=53). No respondents were recorded in the 24–26 age group, while 2.2% belong to the 27 and above category.

By gender, 79.8%, n = 146, of the respondents are females, while 20.2%, n = 37, are **males**.

Table 2. Assessment on the Level of Social Support Among the Respondents

Statement	Mean	Standard Deviation	Interpretation
<i>I feel that there is a person I can share my most private worries and fears with.</i>	3.89	0.96	Agree
<i>If I were sick, I could easily find someone to help me with my daily chores.</i>	3.40	1.12	Agree
<i>There is someone I can turn to for advice about handling problems with my family.</i>	3.66	1.08	Agree
<i>If I decide one afternoon that I would like to go to a movie that evening, I could easily find someone to go with me.</i>	3.32	1.12	Neutral
<i>When I need suggestions on how to deal with a personal problem, I know someone I can turn to.</i>	3.73	1.04	Agree
<i>I do often get invited to do things with others.</i>	3.57	1.00	Agree
<i>If I wanted to have lunch with someone, I could easily find someone to join me.</i>	3.70	1.07	Agree



<i>If I have a problem, there is someone I can talk about.</i>	3.89	0.92	Agree
<i>If a family crisis started, it would be easy to find someone who could give me good advice about how to handle it.</i>	3.31	1.07	Neutral
<i>If I needed some help in moving to a new house or apartment, I would have a easy time finding someone to help me.</i>	3.01	1.10	Neutral
Total	3.55	1.05	Agree

Table 2 presents the level of social support among the respondents. The overall mean score is 3.55 (SD = 1.05), which shows a generally high level of perceived social support.

The statements with the highest mean scores are:

- “I feel that there is a person I can share my most private worries and fears with” (M = 3.89), and
- “If I have a problem, there is someone I can talk about” (M = 3.89).

Other items showing high agreement include:

- “When I need suggestions on how to deal with a personal problem, I know someone I can turn to” (M = 3.73),
- “If I wanted to have lunch with someone, I could easily find someone to join me” (M = 3.70), and

- “There is someone I can turn to for advice about handling problems with my family” (M = 3.66).

Statements with lower, neutral-level mean scores include:

- “If I needed some help in moving to a new house or apartment...” (M = 3.01),
- “If a family crisis started, it would be easy to find someone who could give me good advice” (M = 3.31), and
- “If I decide to go to a movie in the evening, I could easily find someone to go with me” (M = 3.32).

Overall, the results show that there is higher perceived emotional and advisory support whereas, for practical support items, mean scores are relatively lower.

Table 3. Assessment on the Academic Performance Among the Respondents

Statement	Mean	Standard Deviation	Interpretation
<i>I find it easy to manage my time between studying and other responsibilities</i>	3.24	0.98	Neutral
<i>My academic performance has improved due to the social support I receive.</i>	3.52	0.94	Agree
<i>I often feel pressure about the academic requirements</i>	3.90	0.92	Agree
<i>The support from my family helps me maintain focus and improve my</i>	3.63	0.97	Agree



grades.

<i>My academic performance has improved due to the social support I receive.</i>	3.66	0.94	Agree
<i>I am financially stable for my academics with the help of my family and peers.</i>	3.43	1.05	Agree
<i>I often seek advice from my family, friends and instructors when I face academic difficulties.</i>	3.30	1.08	Neutral
<i>I have noticed a significant improvement in my academic performance due to my ability to rely on social support.</i>	3.53	0.86	Agree
<i>I feel more confident in my ability to succeed academically because of the social support I have.</i>	3.66	0.87	Agree
<i>I am able to stay organized and meet deadlines effectively due to the support I receive from my social circle.</i>	3.73	0.90	Agree
Total	3.56	0.95	Agree

Table 3 presents the assessment of academic performance in relation to social support among the respondents. The overall mean score is 3.56 (SD = 0.95), indicating general agreement that social support influences academic performance.

The highest-rated statement is “I often feel pressure about the academic requirements” (M = 3.90, SD = 0.92).

High agreement is also seen in:

- “I feel more confident in my ability to succeed academically because of the social support I have” (M = 3.66, SD = 0.87)
- “My academic performance has improved due to the social support I receive” (M = 3.66, SD = 0.94)
- “The support from my family helps me maintain focus and improve my grades” (M = 3.63, SD = 0.97)
- “I am able to stay organized and meet deadlines effectively due to the support I receive from my social circle” (M = 3.73, SD = 0.90)

Neutral-level mean scores were recorded for:

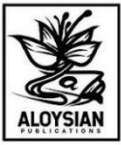
- “I find it easy to manage my time between studying and other responsibilities” (M = 3.24, SD = 0.98)
- “I often seek advice from my family, friends, and instructors when I face academic difficulties” (M = 3.30, SD = 1.08)

Financial support from family and peers also received agreement at M = 3.43, SD = 1.05.

Table 4. Assessment on the Difference on the Level of Social Support When Grouped According to Profile

Profile	Mean	SD	t/f value	Sig. (p)	Interpretation
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Age



<i>18 - 20</i>	3.54	0.60	<i>0.585</i>	<i>.558</i>	<i>Not Significant</i>
<i>21 - 23</i>	3.53	0.68			
<i>27 and above</i>	3.88	0.42			
Gender					
<i>Male</i>	3.64	0.60	<i>.978</i>	<i>.329</i>	<i>Not Significant</i>
<i>Female</i>	3.52	0.63			

Table 4 shows the level of social support when respondents are grouped according to age and gender. Results indicate that there is no statistically significant difference across demographic groups.

When grouped by age, the mean scores are:

- 18–20 years: M = 3.54, SD = 0.60
- 21–23 years: M = 3.53, SD = 0.68
- 27 and above: M = 3.88, SD = 0.42

The computed value ($t/f = 0.585$, $p = .558$) indicates no significant difference in social support based on age.

When grouped by gender, male respondents reported a mean of 3.64 with an SD of 0.60, while females reported 3.52 with an SD of 0.63. The t -value is 0.978 with $p = .329$, indicating no significant difference between male and female respondents.

Table 5. Assessment on the Difference on the Academic Performance When Grouped According to Profile

Profile	Mean	SD	t/f value	Sig. (p)	Interpretation
Age					
<i>18 - 20</i>	3.60	0.65	<i>2.317</i>	<i>.102</i>	<i>Not Significant</i>
<i>21 - 23</i>	3.43	0.68			
<i>27 and above</i>	4.03	0.38			
Gender					
<i>Male</i>	3.72	0.64	<i>1.620</i>	<i>.107</i>	<i>Not Significant</i>
<i>Female</i>	3.52	0.67			

Table 5 shows the difference in academic performance when the respondents are grouped by age and gender. No statistically significant differences were seen across demographic groups.

For age, the mean scores are:

- 18–20 years: M = 3.60, SD = 0.65
- 21–23 years: M = 3.43, SD = 0.68
- 27 and above: M = 4.03, SD = 0.38

The computed value ($t/f = 2.317$, $p = .102$) indicates no significant difference in academic performance based on age.

By gender, males reported a mean of 3.72 with $SD = 0.64$, while females reported 3.52 with an $SD = 0.67$. The t -value of 1.620 with $p = .107$ also shows no significant difference in academic performance based on gender.

Table 6. Assessment on the Effect of Level of Social Support on the Academic Performance Among the Respondents

Variable	R. Squared	Beta	Sig. (p)	Interpretation
<i>Level of Social Support on the Academic Performance Among Respondents</i>	0.412	.642	0.000	Highly Significant

Table 6 depicts the relationship of social support to academic performance among the sophomore nursing students. It reveals a very significant relationship, with the R-square at 0.412, beta coefficient at 0.642, and the p-value level at 0.000.

The R-squared value explains that 41.2% of the variance in academic performance is contributed by social support. The beta value indicates a strong positive relationship, and the p-value confirms the statistical significance of this relationship.

3.2 Discussion

The paper demonstrates that social support is an important factor in the academic performance of second year nursing students at Perpetual Help College of Manila. The majority of people who answered questions were aged 18-20 (68.9%), and female (79.8%). The level of social support was generally moderate to high with emotional support being the highest with having someone to confide in considered the highest ($M = 3.89$). Practical support, however, including help during family crisis or migration was rated neutral.

There was also a favorable rating in academic performance ($M = 3.56$). Confidence, focus, and time management were closely associated with social support, but students were less judgmental regarding the desire to receive academic advice through the help of others. There was no considerable difference in social support or academic performance when it was compared between age groups or sex.



Regression analysis indicated that social support is a significant predictor of academic performance ($R^2 = 0.412$, $p = 0.000$), i.e., 41.2 percent of the variance in academic performance is due to social support. In general, more socially supported students have higher academic performance, which is why emotional and peer support are important in academic performance.

The majority of the respondents (18-20 years old) were female, which is typical of a nursing student. The students usually claimed to be moderate, with high levels of social support, especially emotionally, but not as strong as the practical one. They also gave positive ratings on their academic performance and this implies that they cope with academic requirements effectively.

There was no significant age or gender variation in terms of social support or academic performance of students in the comparison, which indicates the uniformity of the experiences in the demographic groups. Above all, social support was found to require a strong positive influence on academic performance, which makes up 41.2% of the variance of academic performance, and thus, is critical in the success of students.

4. Conclusion

The findings of this study show that second-year nursing students at Perpetual Help College of Manila generally perceive a moderate to high level of social support, particularly in terms of emotional availability and the presence of people they can confide in during stressful moments. Although some forms of practical support such as assistance during family crises or help with physical tasks received more neutral ratings, the overall results suggest that students feel supported in ways that matter most to their emotional and academic well-being. Their academic performance was also rated positively, indicating that most students believe they are coping effectively with the rigors of nursing education.

These findings strongly reinforce the conceptual framework that guided this study. According to the framework, social support comes from two major sources: student characteristics, which include personal resilience, self-regulation, and coping behaviors, and institutional support, which involves guidance from instructors, availability of school resources, and structured academic programs. The results align with this model by showing how these types of support influence students across psychological, behavioral, and cognitive dimensions. Psychologically, students with higher levels of support experience reduced stress and greater emotional stability, which helps them remain focused on their studies. Behaviorally, supportive environments encourage positive study habits, consistent class participation, and the motivation to persevere despite challenges. Cognitively, support enhances students' ability to concentrate, process information effectively, and maintain confidence in their academic abilities. Together, these dimensions shape how students respond to academic pressures and how well they perform in their coursework.



The study concludes that social support is a critical factor that significantly affects the academic performance of nursing students. By validating the pathways outlined in the conceptual framework, the results emphasize that support from both personal and institutional sources plays a substantial role in helping students manage the heavy demands of nursing education. Enhancing these support systems can further strengthen students' psychological well-being, promote healthier academic behaviors, and improve cognitive functioning, ultimately contributing to better academic outcomes. This underscores the importance of developing strong, responsive, and accessible social support structures within nursing programs to ensure that students not only cope with academic challenges but also thrive in their academic journey.

5. Recommendation

- (1) Maintain inclusive support programs that cater equally to all demographics, ensuring universal access regardless of age or gender.
- (2) Enhance peer mentoring, counseling, and academic support for all students. Future studies should examine different types of support and their long-term and digital impacts.
- (3) Strengthen support systems by promoting peer mentoring, family involvement, and faculty guidance to enhance academic outcomes through emotional and practical support.
- (4) Strengthen both emotional and practical support systems through peer mentoring, counseling, and academic support programs like time management workshops. Create support systems that are inclusive and accessible to all students.
- (5) Schools can promote strong social support systems through peer programs, counseling services, and parental involvement to help improve students' academic performance.

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