AN INTEGRATED LITERATURE REVIEW IN THE NURSING STUDENTS' STRESS AND COMPETENCY: IT'S INTERACTION IN THE REMOTE LEARNING

*Maria Teresa R. Fajardo EdD
**Ma. Theresa Salinda
***Roland Villegas

Abstract

Background: The relevance of contextualization of teaching and learning process will provide transition to understand the use of scientific knowledge and practical situation. Stress experienced by the students, specifically with school performance, results in their diminished ability to fully perform becomes a crucial issue for them. As future provider of care it is necessary to have those capabilities in handling stress in different scenarios that will involve critical thinking, logical reasoning and problem solving.

Purpose: This study aims to synthesize the findings about the nursing students' stress that experiencing in doing workloads and at the same time how competency will acquire after those challenges in learning. Integrated literature allows the use of findings from experimental and non-experimental to understand desired phenomenon

Methods: The study used Integrated Literature review, the search was conducted to find articles using Ebscohost particularly Cumulative Index of Nursing and Allied Health Literature (CINAHL), academic research and Education Resources Information Center (ERIC).

Results: The study showed a total of ten research paper met the criteria for integrated literature review from this review it generated 5 themes, course expected learning goals/ learning outcome, knowledge building base learning environment and adopted tools, factors contributing to student stress, student's competency and interaction in clinical practice, formation of collaboration between teachers and learners.

Conclusion: The study aim to review the students that experiencing in learning. This provide critical analysis in the concepts of stress and competency in relation to the interaction of remote learning. It can serve as a support in encouraging a holistic approach to nursing practice and improving psychiatric and mental health nursing. The concepts like learning outcomes, knowledge in building base learning environment and adopted tools, factors contributing to student stress formation of collaboration between teachers and learners serve as baseline data to improve nursing education student's competency and interaction in clinical practice.

Keywords: Nursing, Nursing Students, Stress, Learning, Competency, Remote Learning, Interaction.

Introduction

Nursing students experience stress specifically in academic and clinical stressors. Stress is a situation in which internal demands, external demands appraise in coping resources. The stressors related to academia include heavy assignments, examinations, and workloads. Other sources of stress related to the clinical area for nursing students include a lack of professional nursing skills and unfamiliarity with patients' diagnoses, medical history, or treatment (Labrague, 2017). The more serious the stress experienced by the students, specifically with school performance, results in their diminished ability to fully perform becomes a crucial issue for them. Students in this dilemma may be overwhelmed by the tasks they must accomplish as well as worry about their capability to finish them or they experience difficulties in completing tasks effectively. As future provider of care it is necessary to have those capabilities in handling stress in different scenarios that will involve critical thinking, logical reasoning and problem solving. Coping strategies are stabilizing methods maintaining psychological adaption during stressful events. It is classified as problem-based or emotion based coping. The problem-solving approach is the most common coping strategy employed by nursing students to adjust to stressors, while an avoidance approach is the coping behavior least used by nursing students (Mariani et.al 2020).

Nurses' attainment of the desired clinical skills is an important part of nursing education. As future provider of care it is necessary to have those capabilities in handling stress in different scenarios that will involve critical thinking, logical reasoning and problem solving. Nursing competency is essential in promoting health, preventing illness and a change agent for health care. Competency incorporates the integration of knowledge, skills, and attitudes that can link to specific areas of practice (Pijl-Zieber, Barton, Konkin, Awosoga, &

Graduate School, St. Paul University Philippines, Tuguegarao City, Philippines, Faculty, College of Nursing, Phinma University of Pangasinan, Philippines.
***Faculty, Institute of Nursing, Far Eastern University, Manila, Philippines.*
****Top Rank Review Academy.*

Caine, 2013). An effective assessment tool must also be able to assess the student's ability to integrate theory and practical procedures at clinical sites. To promote competency it necessary to find strategic ways to promote effective learning that can promote knowledge, skills and attitude.

Remote learning is about having the student and educator is not present traditionally on usual set up like classroom. This is disseminating of instruction through the use of technology such as canvas like discussion boards, video conferences, and virtual assessment. This about attempt to recreate the in person faces to face classroom over internet. With the use of latest technology right now. This is essential in providing quality of education but you should be competent enough how to use it in order to interact or communicate from the class. It's about how you adopt and changes brought by technological world. According to Justen and Cusatis (2020), readiness and preparedness most likely influence a student's success in gaining the needed skills, and managing their expectations to learn online. According to Ulrica (2021) pedagogical transition to distance education reduced the possibility for students' social interactions in their learning process.

Objective

The aim of the paper is to synthesize the findings about the nursing students' stress that experiencing in doing workloads and at the same time how competency will acquire after those challenges in learning. Through this study it will help to explore the stressors of nursing students in learning that will promote effective strategies in the development of nursing education. The findings will also help in the enhancement of interaction to remote learning, promoting competency and managing stress of nursing students.

Materials and Methods

Integrated literature allows the use of findings from experimental and non-experimental to understand desired phenomenon. It merely focusses on the integration such as wide range of proposes like definitions of concepts, evidences, understanding the theories overview and methodological implications certain topic (Whittemore & Knafl, 2005). As a result, a well-executed ILR may contribute to the development of theory and have

applicability to practice, and potentially inform research and policy (Whittemore & Knafl, 2005). The integrated review provides comprehensive learning in the nature of subject under study. This is vital in examining the text of all articles.). Further, an ILR examines previous literature "with a particular lens defined by the articles objectives" (Torraco, 2005), and does not scrutinize every feature of previous research (Torraco, 2005). This ILR will examine research articles that share in common in nursing students stress and competency in the remote learning.

Search Strategy

The study was sought for the answer regarding the nursing student stress and at same time competency in the remote learning. It involves area such as nursing education and nursing practice and its description. The search was conducted to find articles using Ebscohost particularly Cumulative Index of Nursing and Allied Health Literature (CINAHL), academic research and Education Resources Information Center (ERIC). The searched items using keywords such as stress, nursing student, competency, learning, clinical practice and their combination using appropriate AND. The inclusion is articles published from 2016 to 2021. Only English language is utilized in the study with qualitative approaches, quantitative approach or mixed method that will be relevant in the study. The exclusion of criteria includes books reviews, and articles written other than English languages, anonymous articles and unavailability of full articles. The articles were selected according to selection process likes forms in synthesis of integrated literature review like research agenda, conceptual models and alternative models. Quality assessment of the articles was based on the main objective criteria, the study question, and the relevance of articles (Whittemore & Knafli, 2005). Then next step is thorough reading of the entire articles and reviewed. Finally, a checklist was designed based on the type and design of the study, studied population, data gathering tool, data analysis, and ethical considerations. Articles were evaluated using this checklist. The data were extracted according to the purpose of the study. Critical analysis and synthesize is used to generate new knowledge (Torraco, 2005). The author use code sheet to record information.
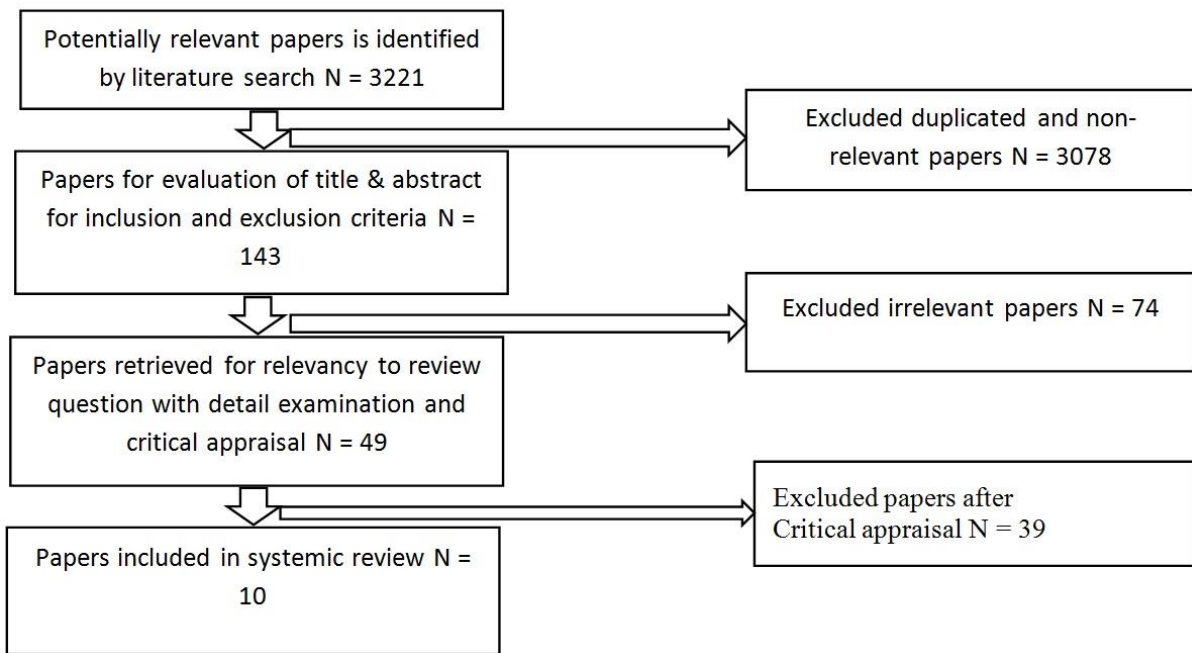
Figure 1: Flowchart Showing The Process of Searching and Selecting Articles for The Review

Results

The Concept of Learning

The relevance of contextualization of teaching and learning process will provide transition to understand the use of scientific knowledge and practical situation (Marques & Xavier, 2018). Learning is a process, not a product, learning is a change in knowledge, beliefs, behaviors or attitudes, learning is not something done to students, but something that students themselves (Ambrose et al.,2010). The teacher is expected to be able to design learning in order to achieve the stated educational goals (Sapta, Hamid, & Syahputra, 2018). Learning materials are materials that are needed and used in managing the teaching and learning process or a very important tool for teachers to conduct learning efficiently. Learning is about acquiring knowledge that will essential for personal and professional development.

Table 1: General Characteristics of The Reviewed Studies

Author & Year	Aim	Setting	Methods/Designs/Data Collection/Data Analysis	Result
Beauchamp, G; Gibbons, A; Mc Naughton, J. et.al. (2019)	This study explores remote, non-collocated collaboration via multi-touch table (Synergy Net) and video conferencing software (Skype)	United Kingdom	Twenty-four participants (aged 10-11 years) in two locations-primary school classrooms located 300 miles apart in the UK-engaged in simultaneous collaborative activity to solve a History mystery task. Audio-video data recorded in the first minute of the activity were analysed to explore the emergence of collaborative working practices both within groups in the same location (resizing for shared reading) and between the groups communicating via video conferencing software and through the "flick" multi-	The results indicated that most groups focused first on the establishment of intra-group collaboration before reaching out to their remotely located partners. However, when the second data set was analysed, audio data from delayed interviews conducted after the original study, participants reported that the discussion between groups supported by the "flick" gesture was the most important and memorable feature of the activity. The study relates these findings to the existing literature on collaborative learning using multi-touch

			touch gesture (sharing clues between groups).	tables and considers how teachers are best able to help support the emergence of collaborative practices.
Brewer, J. Schneider, T; Cao, C. (2016)	To characterize the effects of stress resulting from attending-trainee interaction during surgical skill acquisition	USA	Forty medical students learned to perform the FLS pattern-cutting task for the first time in one of four scenarios. In the control condition, no mentor was present. In the three experimental conditions, participants were observed, encouraged, or criticized by an expert surgeon.	Task performance, as well as physiological and subjective indicators of stress, were measured. Taking both speed and accuracy into account, participants who were criticize performed the worst on the task, and those who were encouraged performed best. Physiological and subjective measures indicated that the criticized participants experienced the highest level of stress and anxiety.
Contreras, J; Maddox, S; Hall, A. (2020)	The purpose of this integrative literature review was to identify evidence of the effects of self-reflective practice on baccalaureate-level nursing students, especially stress	Australia	The literature search was conducted utilizing CINAHL and PubMed databases. The inclusion criteria were studies published between 2013 and 2018, articles that were peer-reviewed, written in English, and focused on nursing education of baccalaureate programs only. A total of 15 articles were reviewed.	There is limited but growing evidence to suggest self-reflective practices have positive effects on baccalaureate-level nursing students. The self-reflective practices decreased stress and anxiety and increased learning, competency, and self-awareness of nursing practice. While written reflections were most commonly used in the studies, other forms of reflection, such as verbal and photography, were effective as well.
Joyal, S. (2020)	This study explored ways in which the arts could be infused into the day-to-day practices of special education teachers and paraeducators to support them in addressing Individual Education Plan (IEP) goals. This study further explored the impact of positive or negative help from teachers, nurses and educators on student engagement.	USA	MAXQDA software was then employed to perform the coding and analyzing of data obtained from interviews and observations. Artwork was coded with the constant comparative method.	Observational drawing and portraiture through remote learning were also explored. A communitarian approach to Universal Design for Learning was introduced to two special education classrooms on a suburban high school campus. This intrinsic case study focused on interactions with stakeholders (students experiencing disabilities, teachers, paraeducators, and one-on-one nurses) to better understand their experiences working together.

Marquez, R; Xavier, C.(2021	This study aims to present fundamentals for the formation of a critical sense from the teaching and learning process in the sociocultural, environmental, political and economic dimensions.		Qualitative methodological strategy was adopted, using the technique of documentary survey and analysis (Calado & Ferrera, 2015).	Study certifies the importance of interaction and inter-relationship of learning and the role of the teacher, for the manifestation of students' critical thinking, in which educators have a strategic and decisive role in school daily life, qualifying students for a critical position in the face of the numerous problems that afflict society today, with the horizon of transforming social habits and practices and forming a citizenship that mobilizes them to the issue of preservation and care for others in its most comprehensive meaning.
Obi, U. & Ticha, I;(2021)	This study examined the experiences and perceptions of ten undergraduate students on remote teaching and learning at a university of technology. It considered their perspectives on aspects such as the affordances of various digital platforms used for teaching and learning, as well as academic and personal challenges encountered by students in the remote learning sphere.	South Africa	Data was collected using questionnaires, Semi-structured interviews, and an analysis of the various digital platforms (WhatsApp, Blackboard etc) used for remote teaching. The data was analysed using Tesch's steps of qualitative data analysis.	Drawing on the data from these sources, the paper argues that the move from face-to-face to remote teaching and learning occurred in a challenging context which partly reflects broader societal challenges. Teaching and learning in this university like others, faced the 'new normal' way of teaching and learning. The study reveals that, in fragile times such as in the period of the pandemic, lecturers need to be more creative and innovative in their online teaching in order to promote effective and efficient teaching and learning.
Parandeh, & Khaghanizade, et.al (2016).	The aim of the present integrative review was to explore the nature of nurses' human dignity in educational and clinical settings.	N/A	Integrated review, as the largest and the only type of review method, allows the simultaneous use of findings from experimental and non-experimental research in order to understand a desired phenomenon.	The themes consisted of concept of human dignity (it was as an expression of the professional value in nursing settings), factors affecting human dignity (including respect, communication, autonomy and power, competency and ability, structure of the workplace, and value-based education), dimensions of human dignity (including intrinsic and professional domains), and

				consequences of human dignity [positive (individual and professional growth and caring professional behavior) and negative (loss of motivation, intention to leave the profession, and non-professional image of nursing in the minds of people).
Rudland, J; Golding, C. Jaye, C; et.al (2019).	The aim of this study was to determine: (i) whether students believe challenge hinders or promotes learning; and (ii) the degree to which this belief is associated with their perceptions of learning, affect and support.	New Zealand	At the end of each clinical module within a medical curriculum, medical students rated the perceived learning, degree of challenge, affect, support and the value of challenge for learning. The value and associations amongst these variables were analysed.	The challenge for students varied according to the type of module. Students generally considered that challenge promoted rather than hindered learning. The level of challenge experienced may influence the perception of the value of challenge for learning. However, when challenge was regarded as beneficial, this was strongly, positively associated with perceived learning, positive affect and support.
Sattar, M; Palaniappan, S; et.al. (2019)	To determine the need of contemporary immersive approaches (Virtual Reality) in teaching and training at medical sector. The main objective of this study was to explore the effects of text, video and immersive technologies learning methodologies for participants' learning in public and private medical colleges and universities of Pakistan.	Pakistan	In this quantitative research 87 medical students of 4th year from three public and five private medical colleges and universities participated. A laparoscopy operation was selected in consultation with senior medical consultants for this experiment. The experimental material was arranged in virtual reality, video and text based learning. At completion of each of which, participants completed a questionnaire about learning motivation and learning competency through the different mediums.	Statistical t-test was selected for the analysis of this study. By comparing the mean values of virtual reality, video, and text based learning methodologies in medical academics; result of virtual reality is at top of others. All performed model are statistically significant (P=0.000) and results can be applied at all population.
Zheng, B;Ward, A; Stanulis, R.(2020)	The transition from a traditional lecture-based curriculum to a competency based curriculum poses significant challenges to both students and faculty in medical schools,	USA	This study took place in the Michigan State University College of Human Medicine. A new competency-based curriculum was implemented in the fall 2016, focusing on the integration of basic science and clinical experience. Participants in this study were 26 first and second-year students. By	We found that students frequently use strategies in the stages of planning and reflection, but less frequently during the learning or monitoring phase. Students who perceive themselves as high achieving and students in their second year of medical school do use more learning strategies during the

		interviewing each student about the learning strategies they use in independent learning before class, we investigated how students use SRL strategies in different phases of learning, and how their adoption of SRL strategies differ across self-perceived achievement groups and years.	monitoring stage than their counterparts.
especially when the curriculum is implemented in a flipped learning environment. Self-regulated learning (SRL) has been proven to be beneficial for competency-based learning and flipped classroom learning, but medical educators cannot expect our entering medical students to bring in these learning skills automatically.			

Course Expected Learning Goals/ Learning Outcome

Learning goals is about providing an examples that represent dimension of caring. This is about what roles that student nurse must have in providing quality of care. Learning goals is having well planned strategies, mutual goals that will facilitate learning goals that will help them to attain their dreams (Stewart, 2018). The goals and objectives is important in facilitating learning that promote knowledge, competencies and skills in handling real life patient scenarios.

The learning goals for nursing students include deep understanding in clinical scenarios and professional boundaries. To improve the quality of learning, it's not only talking about how a teacher can teach well but also how students can learn well. Student-centered learning comes from the quest so that all students have good performance in their educational goals (Ireri, et al., 2017). The meaningful and effective characteristic must be observable and measurable and easy to understand and context must be clear. It is necessary to specify the actions that the students or learner to be done rather than faculty. This will help student primary focus and guide to the teacher assessment.

Knowledge Building Base Learning Environment and Adopted Tools

Knowledge is necessary in acquiring competency. The study suggests that learning environment greatly influence in the way students learned. Learning environment is one of the factors affecting students' behaviour and educational atmosphere is students' perception of the environment (Genn

2001). Being students are very challenging, finding ways to have effective strategies in learning. Students' experience of educational atmosphere may be related to factors such as their academic development, satisfaction and achievement (Genn 2001; Shirazi et al. 2014). Being student-centered, self-directed, interactive, flexible and self-paced is considered as advantages of this environment that could lead to persistent and effective learning (Hampel and Dancsházy 2014). Hence tools are also important in facilitating learning efficiency. Technology is greatly influence to promote learning. This will help to easy access of communication and engagement between the teacher and students to facilitate active interaction or participation in a certain subject matter. Recent studies have demonstrated that learning environments, into which advanced technologies are integrated, facilitate acquiring knowledge, skill and attitude (Chang et al. 2015). According to Coopasama et.al. (2017) students must possess a certain degree of technological skills in order to survive in an online learning set up, and that it is also vital for a student to be equipped with basic computer skills in order to achieve success in an online environment. According to Konrad et.al, (2021) ensuring and providing clear, and appropriate learning materials will aid in successfully meeting the learning objectives in a nursing fundamental clinical course during online classes

Factors Contributing to Student Stress

We strive to study and learn but sometimes that will contribute to the stress of the students. In nursing there are so many activities that we need to finish. We study different concepts then we must also excel in practical or clinical setting. Sometimes this can

aggravate the students stress. Stress is a common psychological experience caused by failure to meet demands (Arrondel et al., 2019), which can induce negative emotions, such as depression and anxiety (Peng et al., 2013; Peng, Zhang, et al., 2019; Quach et al., 2015). Many factors can stress the students, lack of motivation to do certain task, overload in formative assessments and other assignment, lack of parent support and other extra workload. Stress is a threat that results from challenges in their well-being. The psychological stress that a student experienced can be due to individual barriers, technological barriers, institutional barriers, domestic barriers as well as community barriers that have been associated with online learning, which has caused difficulties through their learning journey (Baticulon, 2020). The following are changes in physical health, mental health and emotional health brought by stress

Physical Health
students in tertiary education who experienced academic-related stress can also be due to being pressured in attaining good grades, having decreased motivation, and reduced academic achievement during this time of health crises (Hetrick, S., et. al., 2020). The students commonly experience, both tension-type headache and migraine headache are associated with chronic muscle tension in the area of the shoulders, neck and head. Musculoskeletal pain in the low back and upper extremities has also been linked to stress (American Psychological Association, 2018). When students is anxious, autonomic arousal or constant increased heart and respiratory rate, and subjective experience of anxious affect such as excessive worrying, restlessness, anxiety attacks, and avoidance of social situations (Lovibond, & Lovibond, 1995). In order to help the students, strategies include increasing the number of breaks between online lectures or conferences to allow students not only to release eye strain, but also to obviate loss of interest and attention during online classes.

Mental Health
Mental health is very important aspect that we need to give importance, due to many activities in school sometimes we become stress and anxious especially when failed to high scores in exams, failed to submit requirements on time and no grades. Anxiety is an unconscious response to suicidal tendencies that can turn into extreme anxiety or panic. Anxiety can be related to heavy course loads, examinations, fear of failures, and challenges of distance learning, etc. (Nakhostin-Ansari, 2020). Stress and anxiety have been part of students' academic life since adolescent individuals are highly associated with emotional disturbances, which can be aggravated by altering circumstances (Menon, et al., 2018). As educator we must assess our student needs encourage to talk to someone whom they trust that can give them advice. Open forum and brief talk before lecture is essential to help the students. To give advises that there special and a change agent in the future

Emotional and Social Health
Emotional state of the students is important as it is connected to their well-being in terms of the way they think, feel, and act towards their goals in life. Mental well-being is the foundation of emotion, thinking, and conversation learning, strength, and self-esteem. It also plays a vital role in relationship, personal, and emotional well-being which leads to better academic and health-related outcomes.

As stress and negative life events seem to be inevitable (S. Wang et al., 2020), it is important and practical to give students greater care and social support than they currently receive. Thus, it is also important to guide college students to be sensitive to others' help and respond to care with gratitude, as previous research has found that gratitude can promote perceived social support (Lin, 2016). Caring between teachers and learner will help to facilitate effective learning.

Student's Competency and Interaction in Clinical Practice
Competency must every student must possess to excel in the field. Knowledge, skills and attitude is very important in attaining goals and rendering services. Nursing students mostly acquire competency through education but do not have sufficient and acceptable levels in terms of clinical abilities in the clinical settings (Nehrir, et.al., 2016). Nursing competency includes core abilities that are required for fulfilling one's role as a nurse. Core competency of nursing is "the ability to practice nursing that meets the needs of clients cared for using logical thinking and accurate nursing skills." The nursing competency structure consists of four abilities: the ability to understand needs, the ability to provide care, the ability to collaborate and the ability to support decision-making. These four abilities are closely related and utilized in all types of nursing practice settings. (Fukada, 2018) Considering that in the field of nursing, the clinical practice experiences include interactions with patients and their family members, nurses, and other healthcare professionals have significant impact on nursing student self-identity and in developing the perspectives toward the nursing profession and for the enhancement of the nursing clinical competency. Hence interaction will facilitate effective learning. Engagement of the students in performing is considered the measurement in the continuous assessment (Hampton & Pearce, 2016). Mamaghani et al. (2018) also stated that one of the elements that made interaction and communication inappropriate

was the lack of confidence among nursing students. Skills engagement enables active learning towards both hemispheres which helps the student nurses to become more efficient, knowledgeable, and effective

Formation of Collaboration between Teachers and Learners

Collaborative learning makes the student more engaged in their learning it about partnership in learning between the teachers and the students. It necessary for the both party to collaborate the students must learn from the teacher and at the same time the teacher may learned from them. In order to have effectiveness it is necessary to have mutual trust and respect. This is about sharing the ideas that can promote creativity and generate ideas. This characteristic my lead to the process that would interactively promote accomplishment in the community construction and maintenance of shared conceptions of tasks, so collaborative learning has more meaning than only involves individual learning (Stahl, Koschmann, & Suthers, 2006). As we can see the knowledge building paid attention more to the importance of the learning process in the student rather than the final result only. Finally, inquiry, that plays a foundational role within science, requires the students to engage in problem-stating and problem-solving activities which require planning, synthesis, and evaluation skills, as well as, relevant domain-specific content knowledge (Mayer, 2011).

Discussion

The study presents an integrative literature review on the stress and competency and their interaction in to learning. The result showed that course expected learning goals/ learning outcome had great impact in facilitate effective learning. Several studies also find that opportunities for interaction among students and among students and their educators is very important both to their satisfaction and learning outcome (Chiero, Beare, Marshall, and Torgerson, 2015; Fedynich et al., 2015). In face-to-face classes, materials and equipment can be easily found in the university but since online learning has been implemented, resourcefulness has become one of the keys to accomplish the skills laboratory-based procedures. According to Collisand Reed (2016), learned resourcefulness, which is sometimes referred to as general resourcefulness, refers to a person's ability to use self-management skills to overcome obstacles that prevent them from achieving their goals and thereby alleviate stress. On the other hand Knowledge building base learning environment and adopted tools plays major role in facilitating learning. Students search for ways of coping with the current pace of their environment, and their engagement with feedbacks with the vision to understand what counts in their works, this then emerge a mode of resourcefulness that is aligned with facing difficult challenges that their academic learning requires. (Dizon, Shalem and Langsford, 2019). Ensuring and providing clear, and appropriate learning materials will aid in successfully meeting the learning objectives in a nursing fundamental clinical course during online classes. (Konrad et.al., 2021)

Comparison of the text revealed that factors contributing to Student stress affect one physical, mental, emotional/social change. Expectation of disempowerment during online learning was one of the vital issues in terms of feeling anxious and having poor confidence among students. Results showed that the majority of the students experience more anxiety in online learning in contrast to the traditional approach because they were unable to share academic problems with their professors (Ajmal & Ahmad, 2019) Issues regarding inadequate communication with professors, lack of interaction with peers in class, poor system of feedback, due dates and comprehension of assignments, insufficient knowledge and comprehension of modules due to lack of assistance from instructors, and examination schedules contributed to the high levels of anxiety among students. Factors such as time-lags and interruptions between sending and receiving messages and uncertainties regarding the commitment demands required when taking part of a task have shown to increase levels of frustration and range of negative emotion, which can have an impact on their motivation, learning, and academic achievement. On the other hand studies shown focus on the student's competency in learning that include interaction or engagement to the activities. The finding of the study showed the need to give attention in addressing students concerns. Collaboration and partnership will be great steps in order to assess the learning needs of the students. Showing supportive environment and mutual respect will promote competency. Assistance of the teacher on their question, facilitate interaction will help to uplift education process. Findings will serve as an eye opener to the real struggles of nursing students at this challenging time. The determination and resiliency of nursing students to possess, to learn, and to adapt knowledge as future health workers despite the current situation.

Conclusion

The study aims to review the students that experiencing in learning. This provides critical analysis in the concepts of stress and competency in relation to the interaction of remote learning. It can serve as a support in encouraging a holistic approach to nursing practice and improving psychiatric and mental health nursing. The concepts like learning

outcomes, knowledge in building base learning environment and adopted tools, factors contributing to student stress formation of collaboration between teachers and learners serve as baseline data to improve nursing education student's competency and interaction in clinical practice. There is no clear definition of competency acquisition. Realization of responsibilities in instructing students effectively by recognizing potential emotional burden to achieve successful learning through social emotional support, assessment and giving direction & feedback to the students.

Conflict of Interest

The authors declare there are no significant competing financial, professional, or personal interests that might have influenced the performance or presentation of the work described in this manuscript.

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