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Research Paper – Araştırma Makalesi

THE RELATIONSHIP BETWEEN SPIRITUAL WELL-BEING AND COPING WITH STRESS IN NURSING STUDENTS: A CROSS-SECTIONAL STUDY

HEMŞİRELİK ÖĞRENCİLERİNDE SPİRİTÜEL İYİ OLUŞ İLE STRESLE BAŞA ÇIKMA ARASINDAKİ İLİŞKİ: KESİTSEL BİR ÇALIŞMA

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Özet

Spiritüallite, stresle başa çıkmada önemli bir kaynaktır. Maneviyat öğrenci olgunlaştıkça gelişir; bireysel ve sosyal gelişiminin bir parçası haline gelir. Bu da, maneviyyatın öğrencinin kariyer gelişiminde ve mesleki seçimlerinde etkili olduğunu göstermektedir. Bu çalışmada hemşirelik öğrencilerinde spiritüel iyi oluş ile stresle başa çıkma arasındaki ilişki incelenmektedir. Çalışmada tanımlayıcı ve kesitsel tipte bir tasarım kullanılmıştır ve çalışma Ekim-Kasım 2021 tarihleri arasında Türkiye’de bir üniversitenin Sağlık Bilimleri Fakültesi Hemşirelik Bölümünde yapılmıştır. Araştırmanın örneklemini araştırmaya katılmaya gönüllü olan öğrenciler oluşturmuştur (n=158). Araştırma verileri bir online anket ile toplanmıştır. Verilerin toplanmasında, “Birey Tanıtım Formu”, “Stresle Başa Çıkma Ölçeği” ve “Spiritüel İyi Oluş Ölçeği” kullanılmıştır. Spiritüel iyi oluş toplam puanı 108.747±16.922, stresle başa çıkma toplam puanı 59.411±16.229’dir. Stresle başa çıkma puan ortalaması ile Kaçınma alt boyutu puan ortalaması pozitif ve kuvvetli bir ilişki, problem odaklı başa çıkma alt boyutu arasında pozitif ve kuvvetli bir ilişki, Sosyal destek alt boyutu arasında pozitif ve orta kuvvette bir ilişki belirlenmiştir. Bu çalışmada spiritüel iyi oluş puan ortalaması ile aşkınlık alt boyut puan ortalaması arasında pozitif ve kuvvetli bir ilişki, doğaya uyum alt boyut puan ortalaması arasında pozitif ve orta kuvvette bir ilişki, anomi alt boyut puan ortalaması arasında pozitif ve orta kuvvette bir ilişki görülmüştür. Sonuç olarak, araştırmamıza katılan hemşirelik öğrencilerinin spiritüel iyi oluş ve stresle başa çıkma puanlarının yüksek olduğu görülmüştür.

Anahtar Kelimeler: Spiritüel İyi Oluş, Stresle Başa Çıkma, Hemşirelik Öğrencileri, Kesitsel Çalışma

Abstract

Spirituality is an important resource in coping with stress. Spirituality develops as a student matures and forms a part of their personal and social development. This situation shows that spirituality is effective in the career development and vocational preferences of a student. The purpose of this study was to investigate the correlation between nursing students’ spiritual well-being and coping with stress. A descriptive, cross-sectional methodology was employed in this research, which was conducted between October and November 2021 in the health sciences faculty of a university in Türkiye. The study sample included students who agreed to join the research (n=158). Study data were collected using an online questionnaire which included a “Descriptive Data Form,” “the Coping with Stress Scale,” and “the Spiritual Well-Being Scale.” Participants’ average scores were 108.747±16.922 on the total spiritual well-being scale and 59.411±16.229 on the total coping with stress scale. A positive and strong association was found between the mean coping with stress score and the mean scores on the avoidance and problem-focused coping subscales, and a moderate, positive association with the mean social support subscale score. The mean score on the spiritual well-being scale had a strong, positive association with the mean transcendence subscale score and a moderate, positive association with the mean harmony with nature and mean anomie scores. Nursing students’ mean scores on the spiritual well-being and coping with stress were high.

Keywords: Spiritual Well-Being, Coping With Stress, Nursing Students, A Cross-Sectional Study

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1. INTRODUCTION

Spirituality comes from the Latin word "spiritus", which means "feeling the life", "breathing", "being alive", and the "unifying power" that affects the body and spirit (1). The meaning of the spirituality concept includes all events, entities, and building blocks that reveal the purpose of human beings in life and add meaning to their lives (2). The concept of spirituality is used in a multidimensional way, including the concepts of spirituality, spiritual health, and spiritual well-being (3). Spiritual well-being is accepted as one of the significant dimensions of well-being for human beings (4) and affects individuals in physical, spiritual, and emotional dimensions. Individuals who are weak in terms of spiritual well-being experience problems in their mental well-being, a sense of hopelessness, meaninglessness of life, depression, etc. (3). It has been stated that better SWB is associated with depression and anxiety at lower levels (5).

The word "stress" comes from the Latin verb "estrictia", which is used to express a situation in which the balance of a person or another living creature is disturbed by dangerous conditions they are in. This disturbed balance can be physical or emotional problems (6). The styles of coping with stress are stated as methods of reducing the tension that is caused by stress or strengthening the behavioral and emotional responses to withstand this tension. In addition, coping with stress can also be expressed as all of the behavioral and cognitive efforts to adjust to the stress, which an individual shows when his or her psychological and physiological resources are exhausted (7).

Spiritualism is an important resource in coping with stress. Spirituality strengthens a person against tolerated life events and reinforces positive thoughts (8). Examining students' understanding of spirituality is one of the important steps in spiritual care; this allows necessary plans for their education on spirituality to be made. The role of students will be significant in improving and providing public health in the future; therefore, they need to have better mental health and self-confidence in their education and careers (4).

University education aims to support students not only as members of a profession but also as happy, productive, and healthy young people who are satisfied with themselves, their role in life, and their relationships with their environment, find life to be meaningful, produce ideas, and have a purpose in life. Some situations, such as adjustment problems, academic problems, and social problems in family and friendship relations cause stress in university students (9, 10). At this point, one of the outstanding coping mechanisms is spirituality. It is utilized to overcome difficulties that students face and cannot control (11, 12).

Reflecting on this point of view, this research was planned to study the correlation between spiritual well-being and coping with stress in students studying nursing at a university. To the best of my knowledge, this is the first study to investigate the correlation between coping with stress and spiritual well-being in Türkiye. It was determined that nursing students' spiritual well-being and styles of coping with stress were determined, and the study will guide further research to increase spiritual well-being of individuals and their styles of coping with stress.

The research questions:

1. What is the nursing students' spiritual well-being level and what factors affect it?
2. How do nursing students cope with stress, and what factors affect it?

3. What is the correlation between the levels of spiritual well-being and coping with stress in nursing students?

2. METHODS

2.1. Study Design and Population

A descriptive, cross-sectional methodology was employed in this research, which was conducted between October and November 2021. The STROBE checklist was followed. The study population consisted of 1st, 2nd, 3rd, and 4th year students from the nursing department in the health sciences faculty of a university in Türkiye. The research population, which consisted of 316 individuals, also covered the sample; therefore, the sample was not limited. G*Power 3.1.5 software was employed to identify the sample size, which was computed as 156 subjects, considering an alpha significance level of 0.05, an effect size of 0.30, and $\beta=0.95$. The study sample included students who agreed to join the research (n=158). Students who were not voluntary to join the research were excluded.

Criteria for inclusion in the study:

Being 18 years of age or older

Willingness to participate in the study

2.2. Data Collection

Data were collected using an online questionnaire. It was specifically developed for the present research on Google Forms.

2.2.1. Data Collection Tools

The measurement tools included a “Descriptive Data Form,” the “Coping with Stress Scale,” and the “Spiritual Well-Being Scale.” (4, 6, 9, 10, 11, 12).

2.2.1.1. Descriptive Data Form

This questionnaire has eleven items about students’ sex, age, school year, high school of graduation, place of residence, education level of the mother, education level of the father, family income, employment status of the father and mother, and family type.

2.2.1.2. The Spiritual Well-Being Scale (SWBS)

Ekşi and Kardaş (2017) developed this scale consistent with Turkish culture to evaluate spiritual well-being. It has twenty-nine items and three sub-factors, namely, transcendence (1, 4, 5, 8, 9, 12, 13, 16, 17, 20, 21, 24, 25, 27, 29), harmony with nature (2, 6, 10, 14, 18, 22, 28), and anomie (3, 7, 11, 15, 19, 23, 26). Cronbach’s alpha coefficients were 0.88 for the total scale, 0.95 for the transcendence sub-factor, 0.86 for the harmony with nature sub-factor, and 0.85 for the anomie sub-factor. This coefficient was found 0.78 for the total measure in this study. Each item on the scale is scored on a five-point structure (between 1, not applicable to me and 5 completely applicable to me). The items of the anomie sub-factor are reverse coded when the total scale score is calculated, but they are not reversed when the factor score is calculated. The scores on the scale vary from 29 to 145, with high scores indicating high levels of spiritual well-being (13).

2.2.1.3. The Coping with Stress Scale (CSS)

Türküm (2002) created this 23-item scale, which has 5-point Likert-type structure and was based on the models of Folkman and Lazarus, to measure the tendency toward coping with stress. The scale has three sub-factors. There are eight items on the avoidance sub-factor, eight items on the problem-focused coping sub-factor, and seven items on the social support sub-factor. The test-retest method was used in the scale development study; it was reapplied with an interval of 10 weeks, and the correlation coefficient obtained from 110 students was found to be $r=.85$. The lowest and highest possible scores range between 23 and 115. Items 10, 17, and 20 are reverse scored. The overall scale had an internal consistency coefficient of .78 and a Cronbach's alpha of .79 in our study, which showed the scale had reliability and validity (14, 15).

2.3. Ethics

At the outset, the approval of the University Ethics Committee (Decision no: 2021/08-01 Date: June 30, 2021) was obtained. Also, the permission of the researchers who conducted the Turkish validity and reliability study was obtained to apply the scales used in the study. Students accessed the questionnaire via the Internet in the form of an online questionnaire. Informed consent was obtained from the students. A checkbox that indicated the questionnaire was filled out voluntarily was used on the online questionnaire.

2.4. Data analysis

JASP software was used for statistical analysis. Descriptive statistics are given as the mean, standard deviation, median, and minimum and maximum values for continuous variables and as the frequency and percent for categorical variables. The Shapiro–Wilk test was used to test normality. The Mann–Whitney U and Kruskal–Wallis tests were used for 2 and 3+ group comparisons, respectively. The Bonferroni-corrected Mann–Whitney U test was used for post hoc comparisons. Spearman correlation coefficients were used to determine the relationships between continuous variables. For all statistical comparisons, a p value below 0.05 was assumed to be statistically significant.

3. RESULTS

3.1. Sociodemographic Characteristics

According to the findings of the research, students' mean age was 19.87 ± 1.20 years; 74.1% of them were female; 44.3% were second-year students; 77.2% were Anatolian high school graduates; and 32.0% were living in a district. The mothers of 53.8% and the fathers of 48.7% of the students had primary education. Also, 53.8% of the students had equal income and expenses, mothers of 77.2% were housewives, fathers of 62.7% were working, and 79.2% of them had a core family (Table 1).

Table 1. Sociodemographic Characteristics of The Students

Variables		n	%
Gender	Female	117	74.1
	Male	41	25.9
School year	First	48	30.4
	Second	70	44.3
	Third	26	16.5
	Fourth	14	8.9
Educational background	High school	3	1.9
	Anatolian High School	122	77.2
	Science High School	27	17.1
	Health Vocational High School	6	3.8
Place of residence	Village	25	15.8
	Town	52	32.9
	City	31	19.6
	Metropolis	49	31.0
	Abroad	1	0.6
Mother's education	Illiterate	25	15.8
	Literate	14	8.9
	Primary school	85	53.8
	Secondary school	20	12.7
	University	14	8.9
Father's education	Illiterate	9	5.7
	Literate	13	8.2
	Primary school	77	48.7
	Secondary school	36	22.8
	University	21	13.3
Income	Income<expenses	52	32.9
	Income=expenses	85	53.8
	Income>expenses	21	13.3
Mother's working status	Housewife	122	77.2
	Retired	6	3.8
	Working	30	19.0
Father's working status	Retired	26	16.5
	Working	99	62.7
	Not working	33	20.9
Family type	Nuclear family	126	79.7
	Extended family	30	19.0
	I live alone	2	1.3
Total		158	100

3.2. Students' Mean Scores on The Overall SWBS and The CSS and Sub-Factors

Students' mean scores on the total SWBS, CSS, and their sub-factors were as follows: overall SWBS, 108.747±16.922; transcendence sub-factor, 58.323±12.604; harmony with nature sub-factor, 30.418±4.261; anomie sub-factor, 20.006±6.141; overall coping with stress scale, 59.411±16.229; avoidance sub-factor, 21.608±6.936; problem-focused coping sub-factor, 19.127±7.977; and social support sub-factor, 18.677±5.089 (Table 2).

Table 2. Students' Mean Scores from the Overall Spiritual Well-Being And The Coping With Stress Scales And Subscales

	n	Mean ± Std Deviation	Min. – Max.
Avoidance	158	21.608±6.936	8.000-40.000
Problem-focused coping	158	19.127±7.977	8.000-40.000
Social support	158	18.677±5.089	8.000-33.000
Coping with stress	158	59.411±16.229	27.000-105.000
Transcendence	158	58.323±12.604	15.000-75.000
Harmony with nature	158	30.418±4.261	18.000-35.000
Anomie	158	20.006±6.141	7.000-35.000
Spiritual well-being	158	108.747±16.922	57.000-145.000

3.3. Comparison of Mean Scores on The Overall SWBS and CSS and Their Sub-Dimensions According to Some Sociodemographic Characteristics

Female students’ mean score obtained from the overall SWBS was 109.3±17.2, which was higher than that of the males, but no difference was determined between the females and males regarding spiritual scale scores (p=0.568). No difference was found between the students’ scores on the overall SWBS regarding school year (p=0.586). The mean score obtained from the overall CSS was 57.7±16.5 for females and 64.2±14.5 for males. A difference was determined between the females and males regarding the CSS scores (p=0.012) (Table 3).

The scores of the participants on the CSS yielded a difference regarding mothers’ employment status (p=0.019), but no significant difference was determined regarding mothers’ and fathers' education levels (p=0.845; p=0.290, respectively) and the working status of fathers (p=0.252). The "social support" sub-factor scores of the students did not yield statistically significant difference regarding the school year (p=0.371) (Table 3).

The mean problem-focused coping sub-factor score of the females was 18.47±7.94 and it was 21.00±7.88 for males, and gender variable was found to not yield statistically significant difference concerning this score (p=0.060). When mothers’ education levels and the problem-focused coping sub-factor scores of the students were compared, it was found that students whose mothers were only literate got 20.08±7.77, the score of those whose mothers had primary school education was 18.48±7.75, the score of those whose mothers had high school education and above was 19.65±8.83, and that students’ scores on the "problem-focused coping" sub-factor did not yield statistically significant difference regarding the mothers’ education groups (p=0.454) (Table 3).

Table 3. Assessment of the participants' scores from the overall spiritual well-being and coping with stress scale and subscales according to some socio-demographic characteristics.

Characteristics		Avoidance	Problem-focused coping	Social support	Coping with stress total	Transcendence	Harmony with nature	Anomie	Spiritual well-being total
Gender	Females	21.10±7.02	18.47±7.94	18.16±5.12	57.7±16.5	58.92±12.83	30.87±3.96	19.47±6.06	109.3±17.2
	Males	23.05±6.56	21.00±7.88	20.15±4.77	64.2±14.5	56.61±11.92	29.12±4.84	21.54±6.18	107.3±16.3
	Test statistics (U) P value	1971,00 0.089	1925,00 0.060	1771,00 0.013	1766,00 0.012	2108,50 0.250	1899,500 0.046	1856,000 0.031	1899,00 0.568
School year	1	21.65±6.68	18.54±7.92	17.83±5.88	58.0 ± 16.5	59.35±11.11	30.73±4.07	20.15±6.75	110.2±15.2
	2	22.31±7.27	20.19 ± 8.53	19.12 ± 4.53	61.6 ± 16.9	58.04±13.42	30.50±3.97	20.26±5.80	108.8±17.9
	3	19.81±7.12	17.65±5.75	18.69±5.10	56.2 ± 13.3	58.88±13.08	28.85±5.50	20.58±6.29	108.3±19.3
	4	21.29 ±5.70	18.57±8.94	19.29 ± 4.98	59.1 ± 17.2	55.14±13.12	31.86±3.18	17.21±5.16	104.2 ±13.3
	Test statistics (KW/Df) P value	2.205/3 0.531	1.861/3 0.602	3.134/3 0.371	2.384/3 0.497	1.224/3 0.747	3.121/3 0.373	3.926/3 0.270	0.718/3 0.586
Education level of the mother	Literate	21.31±6.63	20.08±7.77	19.28±4.38	60.7±16.4	58.72±13.56	29.97±4.85	19.28±5.61	107.9±17.1
	Primary school	21.93±6.89	18.48±7.75	18.36 ±5.23	58.8±15.4	57.74±12.44	30.22±4.24	20.68±6.66	108.6±17.5
	High school/ University	21.15±7.54	19.65±8.83	18.76 ±5.54	59.6±18.4	59.32 ±12.16	31.41±3.47	19.15±5.58	109.9±15.7
	Test statistics(KW/Df) P value	4.058/3 0.838	5.264/3 0.454	1.973/3 0.593	4.047/3 0.845	8.199/3 0.741	6.216/3 0.436	1.871/3 0.436	8.785/3 0.883
Education level of the father	Only literate	20.77 ± 7.22	20.55±8.14	19.14±5.15	60.5±16.9	57.73±16.46	29.45±4.90	19.82±6.96	107.0±22.5
	Primary school	22.61±6.63	19.53±8.25	18.79±4.52	60.9±16.0	57.75±12.34	30.47 ±4.39	20.47±6.02	108.7±16.4
	High school/ University	20.61±7.15	18.07±7.55	18.36±5.79	57.0±16.3	59.29±11.44	30.71±3.83	19.47±6.04	109.5±15.4
	Test statistics(KW/Df) P value	3.271/3 0.203	1.884/3 0.350	0.296/3 0.773	1.695/3 0.290	3.621/3 0.818	1.557/3 0.671	3.885/3 0.364	3.467/3 0.912

3.4. Correlation between SWBS and CSS

The correlation analysis indicated that the mean score on the CSS had a strong, positive association with the avoidance sub-factor score ($r=0.852$, $p<0.001$), a strong, positive association with the problem-focused coping sub-factor score ($r= 0.924$, $p<0.001$), and a moderate, positive association with the social support sub-factor score ($r=0.580$, $p<0.001$). A weak, positive association was observed between the mean scores on the CSS and anomie sub-factor ($r=0.301$, $p<0.001$); a strong, positive association was found between the mean scores on the avoidance and problem-focused coping sub-factors ($r=0.738$, $p <0.001$); and a moderate, positive association was found between the mean scores on the transcendence and harmony with nature sub-factors ($r=0.526$, $p<0.001$). The mean SWBS score had a positive and strong association with the mean transcendence sub-factor score ($r=0.922$, $p<0.001$), a moderate, positive association with the mean harmony with nature sub-factor score ($r=0.615$, $p <0.001$), and a moderate, positive association with the mean anomie sub-factor score ($r=0.436$, $p<0.001$).

However, the mean scores on the SWBS and the problem-focused sub-factor of the CSS did not yield a significant association ($r = 0.034$, $p = 0.671$) (Table 4).

Table 4. The Correlation of The Spiritual Well-Being Scale with The Coping with Stress Scale

Variable		spiritual	coping with stress	avoidance	problem-focused	social-support	transcendence	harmony with nature	anomie
1. spiritual	Pearson's r	-							
	p-value	-							
2. coping with stress	Pearson's r	-0.035	-						
	p-value	0.660	-						
3. avoidance	Pearson's r	-0.083	0.852	-					
	p-value	0.302	<0.001	-					
4. problem-focused	Pearson's r	0.034	0.924	0.738	-				
	p-value	0.671	<0.001	<0.001	-				
5. social-support	Pearson's r	-0.053	0.580	0.196	0.372	-			
	p-value	0.505	<0.001	0.013	<0.001	-			
6. transcendence	Pearson's r	0.922	-0.145	-0.190	-0.064	-0.103	-		
	p-value	<0.001	0.068	0.017	0.421	0.197	-		
7. harmony with nature	Pearson's r	0.615	-0.144	-0.072	-0.127	-0.164	0.526	-	
	p-value	<0.001	0.070	0.370	0.113	0.039	<0.001	-	
8. anomie	Pearson's r	0.436	0.301	0.213	0.314	0.179	0.124	-0.077	-
	p-value	<0.001	<0.001	0.007	<0.001	0.025	0.120	0.335	-

4. DISCUSSION

4.1. Discussion of The Mean Scores of Students from The Overall SWBS and The CSS and Sub-Factors

In this study, it was examined the relationship between spiritual well-being and coping with stress among students studying nursing in a faculty of health sciences. Students of health sciences make up a group representing society and are responsible for identifying individuals' needs and planning healthcare in the future. For this reason, the status of these students' spiritual well-being and coping with stress should be identified and solutions should be found to develop them (16).

Spirituality develops as a student matures and forms a part of their personal and social development. This situation shows that spirituality is effective in the vocational preferences and career development of a student (17).

In this study, the SWBS total mean score was 108.747 ± 16.922 . Similar to this study, Durmuş and Alkan (2021) found the level of nurses' spiritual well-being (122.65 ± 12.50) above the medium level in their study with intensive care nurses (18). Duran et al. (2020) reported that hemodialysis patients' scores on the total SWBS varied between 70 and 145, with the mean score being 122.70 ± 16.75 (19). In their study with patients with hypertension, Aşiret and Okatan (2019) found that the mean score of the patients from the overall SWBS was 130.32 ± 8.25 and that this score was high. In a study with married couples (20), Şirin (2019) stated that the mean score of the SWBS for all married individuals participating in the study was 123.31 ± 2.93 and that the general spiritual well-being of the sample was high (21).

The mean scores obtained from the factors of the SWBS in this study were 30.418 ± 4.261 on the harmony with nature sub-factor, 58.323 ± 12.604 on the transcendence sub-factor, and 20.006 ± 6.141 on the anomie sub-factor. Similar to this study, Duran et al. (2020) found the mean scores obtained from the anomie, harmony with nature, and transcendence sub-factors as 22.38 ± 6.49 , 32.48 ± 3.79 , and 67.69 ± 11.90 , respectively (19).

Female participants' mean score on the total SWBS was 109.3 ± 17.2 , which was higher than males' mean score, but no difference was observed between the scores in terms of gender. Similar to this study, Şirin (2019) stated that the total score of the SWBS did not differ significantly according to sex (21). Additionally, Gürsu and Ay (2018) found the mean score on the overall SWBS as 109.54 for females and 106.55 for males, with the difference being insignificant (22). Ziapour et al. (2017) found a difference between the mean scores of females and males on the SWBS, with the scores of females being higher, but the independent t-test indicated that the difference was not significant (4). On the other hand, Yaghoobzadeh et al. (2018) stated that sex (in favor of females) was one of the multivariate predictors of Spiritual Well-Being (23).

The concepts of stress and coping with stress appear to be important factors in the education field, as in many other fields (24). The adjustment, academic, and social problems in relationships with family and friends experienced by university students lead to stress (9, 10). Stress has a harmful effect on an individual's physio-psycho-social health and their well-being. Therefore, it is of primary significance that the ways that students cope with stress be determined and improved (25).

Students' mean scores were found as 59.411 ± 16.229 on the total CSS, 21.608 ± 6.936 for avoidance, 19.127 ± 7.977 for problem-focused coping, and 18.677 ± 5.089 for social support sub-factors. Ekinci et al. (2013), in their study with nursing students, found the mean CSS score to be 77.88 ± 10.08 , and the scores obtained for its sub-factors were 27.23 ± 4.08 for problem solving, 26.28 ± 4.06 for seeking social support, and 24.36 ± 4.01 for avoidance. It is thought that the difference may have stemmed from the settings where the studies were conducted and the sample sizes (24).

4.2. Discussion of The Comparison of The Students' Mean Scores From The Overall SWBS and CSS and Their Sub-Factors According to Some Sociodemographic Characteristics

Students' mean score on the overall CSS in this study was 57.7 ± 16.5 for females and 64.2 ± 14.5 for males, and a difference was found between the females and males in terms of CSS scores. Unlike our study, in their study with nurses, Çankaya and Çiftçi (2019) found no significant difference between the sexes regarding coping with stress (6).

Social support contributes to an individual's level of well-being regardless of whether they are in a stressful situation. Studies based on this approach address the direct impact of

social support on individuals' health (26). Females' mean score on the social support sub-factor in this study was found as lower than the scores that males got, with the difference being statistically significant.

Another characteristic that is thought to affect students' stress levels is the education levels of their parents because it is expected that parents with a high level of education will be supportive in the adoption of a more constructive and conscious approach to the reducing the sources of stress that their children face (24). In this study, when the mothers' education levels were compared with the students' scores on the problem-focused coping sub-factor, the scores did not yield a statistically meaningful difference regarding the mothers' education groups. In the study of Coşkun (2019), similar to our study, the scores on the problem-focused coping sub-factor of the CSS scale did not yield a statistically meaningful difference in terms of the mothers' education levels (27). Ekinçi et al. (2013) did not identify a significant mean CSS score difference by parents' education levels, either (24).

4.3. Discussion of The Relationship between SWBS and CSS

In the present research, students' mean scores on the Spiritual Well-Being Scale had a strong, positive association with the mean score on the transcendence sub-factor, a moderate, positive association with the mean score of the harmony with nature sub-factor, and a moderate, positive association with the mean score of the anomie sub-factor. But, the comparison of the mean SWBS score and the mean problem-focused coping score yielded no meaningful association. Taheri-Kharameh (2016) examined the correlation between spiritual well-being and strategies of coping with stress in hemodialysis patients and found that there was a correlation between spiritual well-being and problem-focused coping styles. This was evaluated as beneficial and essential in designing treatment-care plans for the patients (28). In their study with university students, Taheri-Kharameh et al. (2016) found a meaningful association between stress, depression, and anxiety and religious-spiritual well-being. They stated that individuals who had higher levels of religious-spiritual well-being exhibited lower depression, anxiety, and stress levels (29).

4.4. Limitations of the study

The limitation of this study is that it was conducted at a single center and therefore can only be generalized to this population.

5. CONCLUSION

In conclusion, nursing students' spiritual well-being was high in our study, and their level of coping with stress was almost moderate. A weak, positive association was determined between CSS and the anomie sub-factor. The mean SWBS score had a strong, positive association with the mean transcendence score, a moderate, positive association with the mean harmony with nature score, and a moderate, positive association with the mean score on the anomie sub-factor, but no meaningful association was identified between the mean SWBS score and the mean problem-focused coping subscale score. This study shows that more comprehensive studies are needed on this topic.

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