

## **Knowledge awareness of students trained in the College of Nursing and its role in the efficiency of managing their professional pressures: a case study**

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### **Abstract**

This study aimed to identify the extent to which students trained in the College of Nursing at King Saud University possess knowledge awareness and its role in raising their enhancing in managing professional pressure. To achieve the goal of the study, the researcher followed the analytical descriptive approach by distribute an electronic questionnaire to a random sample consist of 100 students trained in the College of Nursing at King Saud University. After analyzed the results using Statistical Package Program (SPSS), the researcher found that students trained in the College of Nursing have a high degree of possess knowledge awareness and the high ability to manage pressures. As the results showed that there are strong correlation, positive relationship, and statistically significant at the significance level of ( $\alpha < 0.05$ ) (correlation coefficient: 0.945, significant level 0,000) between the degree to which the students trained in the College of Nursing possess knowledge awareness and their ability to manage professional pressures. Accordingly, the study recommended the necessity of applying a

comprehensive training program for students trained in the College of Nursing and nurses working in hospitals about manage pressures, so that it focuses on knowledge skills and self-management and self-assessment, planning to perform operations and time management, and effective methods of coexistence with pressures and their management, and guide future researchers to the need to expand a study sample in subsequent studies in order to enhance the ability to generalize findings.

**Keywords:** knowledge awareness, Self-assessment, Self-management, Professional pressures management.

## Introduction

Professional pressures receive clear attention of specialists in the fields of psychology, in particular the work psychology and organizational behavior of employees, as they affect their behavior and job performance (Sabira and Ismail, 2015, p. 149). We also note an increase in the number of conferences and studies related to various professions that revolve around professional pressures and ways of managing and coping them (Yassin, 2014, p. A).

Many studies have indicated to what professional pressures create negative impacts on employees, as well as the low in their performance and psychological status within the work environment and their ability to interact with others, thus it impacts on the efficiency of the service performed by them (Mariam, 2008, p. 477).

The professional and psychological pressures in which the person lives at work are in general attributed to the civilized progress that results in influences that constitute a burden on man and his ability to endure (Sabira and Ismail, 2015, p.149). The technological development also produced many changes and developments in the economic and social fields, and the world has become an active focus full of events, disturbances and successive issues, which create burdens on him. (Yassin, 2014, P. A).

The human body makes a reaction toward the different stimuli and variables (Yassin, 2014, page A), and the amount of pressures varies from one job to another and accordingly the degree of their impacts varies according to the extent of exposure to them and their relevance to human life. Many studies indicate that the most common fields of work in which

employees are exposed to pressure are the fields that require direct communication and interaction with people, where their efforts are consecrated for serving individuals such as nurses, teachers, doctors, and social workers, (Sabira and Ismail, 2015, p. 149). There is no profession its practitioners are not exposed to pressures, as each profession has a different level of pressure on it. (Al-Qahtani, 2015, p. 114).

Workers in the field of health and medical services are exposed to high levels of pressures and tensions that affect the psychological and social status of the individual, as they face situations through which they are exposed to various types of anxiety, frustration and turmoil, which affect their work performance. (Saliha, 2017, p. 2).

The nursing profession is regarded as the basis for the hospital system works. The level of hospital efficiency and its services is determined by the efficiency of the nurses' work and the level of services that they provide to patients. Therefore, it is necessary to meet their psychological and material requirements as an attempt to raise the level of their performance, and this requires providing all appropriate professional components that facilitate their work and seek to their psychological stability. (Fawzia, 2017, p. 1).

The field of nursing is considered among the most health fields in which the employees are exposed to the professional and psychological pressures as what many studies have proven (Yassin, 2014, p. B). This is because they are exposed to sudden positions and increased workloads in addition to their responsibility towards patients and many psychological and physical problems that arise from their feeling of pressure (Fawzia, 2017, pp: 1-2), The nature of this profession requires the nurse to deal with different situations and around the clock, as this profession faces

many challenges and obstacles inside and outside the work environment that represent reasons for the professional pressures that the nurse is exposed to, and as a reaction to these, different forms of emotions and physical and psychological symptoms appear, which require find ways to deal with them, manage them, and raise the efficiency of dealing with them (Sabira and Ismail, 2015, pp: 149-150), especially the trainees, where this phase represents a challenge for nursing students as what many studies have mentioned, where they are exposed to profession pressures greater even than what they face at their first year of work (Ajwa, Shokri, Kadhem, and Salloum, , p. 52).

Through an advanced understanding of concepts, facts, knowledge relationships and all kinds of mental responses related to processes of knowledge research and production such as thinking, analyzing, synthesis, evaluation and the individual's ability to think about them, which can be called knowledge awareness, it enables the trainees in the College of Nursing to control the impact of these pressures on their performance and assist them in raising their competence in its management and treatment. Accordingly, the research discusses the awareness of knowledge and its role in raising the efficiency of the trainees from the College of Nursing in facing and managing the various types of professional pressures they are exposed to. (Al-Fahdawi, 2007, p. 4).

### **The problem of research**

The pressure of work is usually generated by the inconsistency of the individual with his profession, as these pressures constitute a personal experience, which results in a set of psychological and physical imbalances for the individual, and can result from surrounding factors

related to the institutions in which he works or from his personal factors. (Talafiha, 2013, p. 258).

The presence of disturbances related to professional pressures is a phenomenon in the various fields of business and professions, this phenomenon has caught the interest of many bodies in the countries of the world, where the state pays great attention to estimate the size of losses that result from professional pressures at the material and human levels, as countries have undertaken to conduct many scientific conferences and training seminars to spread awareness and increase the culture on the best ways to manage and control these pressures. (Youssef, 2015, p. 5).

Since the health services sector is one of the sectors most exposed to professional pressure, as the nursing is a difficult profession related to many duties that imposed situations which are sources of various pressures on employees (Yassin, 2014, p. 5), so that they face greater work pressures than others. They are obliged to work in critical situations, face the family emotions, and accept the decisions of the medical staff, which will result in psychological and physical problems produced from this pressure. (Sabira and Ismail, 2015, p. 150).

Because trainees in the Colleges of Nursing are facing a higher level of pressures, where they are prepared for caring of patients and carrying greater responsibilities thus, great pressures will be produced for their personal learning and gaining the necessary nursing experience (Ajwa, Shokri, Kadhém, and Salloum, 2015, p.57). Hence, the trainers and specialists should increase the work to raise the level of knowledge awareness among the trained students to enable them to control and manage the results of professional pressures, especially during the

training period. Based on that, the problem of research has emerged in identifying the role of cognitive awareness in raising the efficiency of trainees in the College of Nursing to enable them to manage the professional pressures they are exposed to.

### **The questions of research**

The research seeks to answer the following main question: **“What is the knowledge awareness for the students trained in the College of Nursing and its role in their competencies in managing professional pressures for them?”** The following sub-questions is derived from the main question:

- What is the knowledge awareness?
- What are the professional pressures that students trained in the College of Nursing are exposed to?
- What is the role of knowledge awareness in raising the competencies of students trained in the College of Nursing in managing professional pressures for them?
- How does the knowledge awareness is work to enhance the competencies of students trained in the College of Nursing in managing professional pressures for them?
- What is the efficiency of the knowledge awareness in raising the competencies of students trained in the College of Nursing in managing professional pressures for them?

### **The importance of research**

The importance of research is evident in being a leading research to identify the role of knowledge awareness among students trained in the College of Nursing in raising their competence to manage the

professional pressures they are exposed to, and that importance lies in the theoretical and practical aspects as follows:

**Theoretical importance** represents in the following:

- The research is considered as attempt to identifying the role of knowledge awareness in raising the ability of students trained in the College of nursing to face professional pressures and thus understand their problems and the way they manage pressures management and deal with them.
- The research is contributing to understand the type of pressures that the students in College of Nursing are exposed to.
- The study deals with an important segment of society, as it is a segment that provides great services to members of society, and the pressures that they are exposed to must be studied in order to avoid the effects of these pressures, whether on the nurse himself, his family or the patients he deals with.
- The research provides a theoretical sample about how to use knowledge awareness in managing professional pressures facing them.

**The practical importance** represented in the following:

- The research is a new contribution in that it cares about the category of trainee nurses, as studies have proven the distinguish of training experiences as the most pressure experience.
- This research encourages researchers in this field to expand the study of the importance of knowledge awareness and its relationship in enabling trainees to manage professional pressures through it.



- The research guides trainers in the field of nursing in the colleges of nursing towards providing students with the foundations and principles of awareness of knowledge processes that enable trained students to manage pressure through training programs that accompany the nursing training plan.
- The research enables College of Nursing to prepare nurses who are able, through knowledge awareness, to deal with the professional pressures that will face them in the actual fields of work in hospitals.
- The research assists those responsible for trained cadre of students from the College of Nursing to take appropriate procedures and solutions to reduce the impact of these pressures on students and enable them to gain the necessary expertise to the fullest.

## **The theoretical framework**

### **First: The knowledge awareness**

The knowledge awareness is considering among of the cognitively theories of modern cognitive psychology, as it highlights the effective positive impact of the learner in preparing and processing the information which he has by interacting with the features of the educational environment. (Barika, 2007, p. 96).

### **The concept of knowledge awareness**

The concept of knowledge awareness was used for the first time by Flavell (1970). He indicated that it is our awareness of the educational experience and then added that it is the individual's knowledge about everything related to the cognitive process and the associated learning processes (Shukla & Madhavan, 2015, p. 30986). The term has been

extensively studied by scientists at the theoretical and practical levels, but scientists have not been able to agree on a specific definition for it because of its abstract nature, but the idea that no one has disputed is that knowledge awareness is "thinking in thinking." (Barika, 2007, p. 96), meaning that, it is high-level thinking processes that include controlling all cognitive processes in the learning process, or a set of activities that help the learner to plan, organize and monitor the processes of information understanding. (Aksan & Kisac, 2009, p. 835).

Flavel identified the knowledge awareness term by doing many researches on memory and intelligence, how to retrieve and monitor information, and the mechanism to save it. He mentioned that knowledge awareness is the set of ideas that an individual uses to define information that he knows about a specific subject, and the total number of operations that an individual performs when dealt with new ideas and knowledge. In (1985), Flavel presented a more comprehensive concept of knowledge awareness, as he indicated that it is the knowledge regarding cognitive processes and their outcomes, or anything related to it, such as the characteristics of information and ideas that suitable for and related to learning, and includes the processes of observation and organization, and the consistency of these processes with the cognitive purpose (Barika, 2007, p. 96). Other studies indicated that knowledge awareness is the advanced assimilation of facts, concepts and relationships between different knowledge during processes of knowledge building within the realm of thinking and mental processes through directing, organizing and controlling of these processes in order to apply them in a clear knowledge structure (Al-Fahdawi, 2007, p. 4). The term also refers to a person's competence to undertake and understand cognitive thinking processes. (Al-Fahdawi, 2007, p. 9).

## Determinants of knowledge awareness

Flavell clarifies that knowledge awareness drives the learner to the higher mental processes and keeps him at the top of his mental activity, while he is thinking about solving a particular problem (Hijazi, 2011, p. 75). Flavell developed a model that identifies the factors that determine the learner's efficiency in controlling thinking processes through four factors and components of knowledge awareness, namely: understanding of knowledge awareness, experiences of knowledge awareness, goals of knowledge awareness, and the used strategies (Barika, 2007, P. 96).

- **Understand of knowledge awareness:** is an acquired understanding about what surrounds human, including learner opinion about his knowledge abilities and others' abilities. It is also the individual awareness about his thinking processes and about information he knows and does not. The knowledge that a person has about his thinking processes is also one of the important learning tools and it gives an indication that they are able to think and access the learning mechanisms (Hijazi, 2011, p. 75). It includes three levels: general awareness of the learning mechanisms and how to process information, the learner's awareness of himself and his thinking when keeping up with the information, and his perception of variables related to actions and mechanisms such as when and how to use these mechanisms (Barika, 2007, p. 96).
- **Experiences of knowledge awareness:** Which is the knowledge associated with knowledge actions (Hijazi, 2011, p. 76) and is based on the principle of linking the information he already knows with the new knowledge he faces. (Barika, 2007, p. 97).

- **Goals of knowledge awareness:** It is the awareness of the true goals of knowledge endeavors, which include skills such as reading and comprehension and is a reason for obtaining new experiences (Hijazi, 2011, p. 76). In general, it can be said that the goals of knowledge awareness go beyond mere understanding, but rather concern with the knowledge processes that are used to increase awareness of them. (Barika, 2007, p. 97).
- **Strategies:** They are the mechanisms for implement knowledge processes and knowing the appropriate time and how to solve a problem (Barika, 2007, p. 97). They are also the methods to achieve the required goals of thinking processes. (Hijazi, 2011, p. 76).

### **Fields of cognitive awareness**

The two scientists Shraw and Dennison built a new organizational form of knowledge awareness, they encompassed knowledge awareness within two areas: knowledge about knowledge or cognitive knowledge, and organizing of knowledge or self-management of it (Salimoun, 2014, p. 277) as follows:

- **Knowledge about knowledge (Cognitive knowledge)** it includes many types of knowledge according to (Barika, 2017, p. 97) which are:
  - Declarative knowledge: It is the learner's knowledge about the thinking skills and tools he has and his competence as a learner.
  - Procedural knowledge: It is the knowledge of the individual about how to use the various mechanisms and strategies to complete learning processes.

- Conditional Knowledge: An awareness of knowing time and how the strategy is influential and effective.
- **Organizing of knowledge (self-management of knowledge)** it includes various processes according to (Barika, 2017, p. 97) which are:
  - Planning: It is a process that precedes the learning phase in which plans, goals and sources of learning are established.
  - Information management: the efficiency of learner in using skills and mechanisms and performing effective data processes such as organization, detailing, and summarization.
  - Self-monitoring: the learner awareness of the different mechanisms he uses in the learning phase.
  - Ambiguity adjustment: It expresses the learner's efficiency in using alternative mechanisms to address misunderstanding and bad performance.
  - Evaluation: It is a process that comes after the completion of learning, in which performance and learning mechanisms are interpreted and analyzed effectively.

### **Dimensions of knowledge awareness**

Studies related to knowledge awareness indicated that it has two main dimensions: self-assessment and self-management. (Salimoun, 2014, p. 277).

- **Self-assessment (knowledge and self-monitoring):** the learner's awareness that he is the first controller in the learning process, and depends on his knowledge of how to use the strategies related to the learner's competency or what is related to the knowledge field

and the function that is performed, and includes the types of knowledge; Declarative, Procedural, and conditional. (Salimoun, 2014, p. 277).

- **Self-management (Identifying and monitoring the progress of operations and controlling them):** depends on two main elements which are cognitive importance of knowledge awareness and the importance of controlling and guiding actions (Barika, 2017, p.102). It means how to convert cognitive information to practical actions in which the learner uses planning, organizing and evaluating processes (Salimoun, 2014, p. 277).

### **The skills of knowledge awareness**

The researchers differed in determining the concept and the skill types associated with knowledge awareness, and opinions varied accordingly, and Nolan clarify that these skills are possibilities that the learner uses to help himself complete the learning process and remember information. He identified them as five skills: goal developing, planning, monitoring, organizing, and evaluating. Other researchers see them as the skills and capabilities a learner needs to be able to understand and control his own knowledge and includes seven skills: mission defining, mission identification, mission representation, strategy formulation, resource identification, mission implementing monitoring, and mission completion evaluating (Brikah, 2007, pp: 104-105). Other studies indicated that these skills seek to raise the efficiency of the individual to solve problems and issues that he faces during his study and learning which include: estimating, comparison, self-monitoring, symmetry, coordination, and contemplative control. The importance of these skills lies in the fact that they explain to him the reasons for his unsuccessfulness in some subjects,

helps in the process of remembering information and increasing academic achievement, as well as helping in the process of save and retrieve information when it is needed. (Salimon, 2014, p. 279).

### **The basic principles of knowledge awareness**

The study (Barika, 2007, pp: 106-107) dealt with the most important foundations and principles that underlie knowledge awareness processes which include:

1. Principle of the process: Through it the focus is on the learning process and what is done in it more than focusing on the outputs and outcomes of the educational process.
2. Principle of contemplative: focuses on the value of learning, and assists the learner to understand his learning mechanisms, self-organizing capabilities, and the relationship between these mechanisms, capabilities, and learning goals.
3. Principle of function: focuses on the need for the learner to understand the importance of using and employing educational knowledge and skills.
4. Principle of self-estimating: focuses on the learner's ability to self-organize of his learning, evaluate and review it himself.
5. Principle of equality: It is based on making the learner responsible for the educational process progressively.
6. Principle of cooperation: focuses on the importance of interaction between learners and the use of methods of discussion and dialogue among them.
7. Principle of goal: It focuses on working in order to reach the higher goal of cognitive processes that require in-depth knowledge.

8. Principle of pre concept: It is based on the premise that new knowledge is reached by linking and developing it to ancient knowledge.
9. Principle of Learning Perception: Transforming learning methods to suit the learner himself and his current concepts and perceptions.

### **The functional role of knowledge awareness**

The functional role of knowledge awareness is, according to (Al-Fahdawi, 2007, p. 11), depending on:

- That the learning is based on research, exploration, interaction with others, and being responsible for self-organization;
- Raising the level of expertise and preparation and developing creative thinking and critical thinking skills;
- Establishing principles of self-management for learning;
- Thinking processes being based on specific strategies;
- Increased ability to perceive problems and functions and the ability to measure difficulties they face.

### **Methodological procedures for the study**

#### **Study methodology**

This research will follow **the descriptive analytical approach** as a research methodology. By following this methodology, we aimed to collect detailed data about the research problem and conduct comparisons according to demographical variables and their impact on study's variables.

#### **The tool of the study**



In this study, it will be depended on questionnaire tool to collect necessary data, and it will be divided into several divisions which are:

- The demographic variables of study sample.
- The types of pressures that students trained in the College of Nursing are exposed to.
- The types of knowledges that assist to manage professional pressures that students trained in the College of Nursing are exposed to.
- The mechanisms of using knowledge awareness to manage professional pressures that students trained in the College of Nursing are exposed to.

### **Study community**

The study population consists of students trained in the College of Nursing at King Saud University in Riyadh.

### **Study sample**

The study sample was randomly chosen; it consisted of (100) students from the College of Nursing at King Saud University in Saudi Arabia. The study sample was distributed according to age and gender as in the following table (1):

<b>Variable</b>	<b>Categories</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Gender</b>	Male	26	26%
	Female	74	74%
<b>Age</b>	Less than 20 years	1	1%
	20 – 40 years	58	58%
	More than 25 years	41	41%

**Table 1: the distribution of study sample according to demographic characteristics**

Descriptive statistics of the demographic variables of the study sample individuals show that the largest percentage of respondents are female students (74%), while male students were (26%), and this can be explained by the fact that the nursing specialization is more attractive for female students than for males, while the largest percentage of the students participating in the study were from age category of (20-24) years with a percentage of (58%), followed by the age category (25 and over) with a percentage of (41%), which is logical given that university students are usually from the aspiring youth category, which is what embodied in the present study sample.

### **The validity and stability of study tool**

#### **- The validity of study tool**

In order to verify the validity of the study tool, the questionnaire was presented to a group of human resources management specialists, where all their observations were considered and used to modify and verify the suitability of each phrase for its axis, the accuracy of the linguistic and scientific formulation of the phrases, and the extent to which the questionnaire covers the problems of the study to achieve its objectives, which enabled the researcher to complete the questionnaire in its final form. On the other hand, it was confirmed the validity of the internal consistency of the axes and paragraphs of the questionnaire, by calculating the (Pearson correlation) between each of the questionnaire paragraphs, where the values of correlation coefficients between each of the study paragraphs ranged between (0.825-0.932) for the axis of knowledge awareness of students trained in the College of Nursing, and about (0.737-0.909) for the axis of professional pressures management

which are relatively high coefficients, and this indicates a strong correlation coefficient, and correlation coefficients were acceptable and have a significant at the level of significance ( $\alpha = 0.05$ ) for the purposes of study application.

#### - The stability of study tool

The consistency coefficient of Cronbach Alpha was used to find out the consistency and stability of the study paragraphs, after applying the questionnaire to an exploratory sample consisting of (30) students at the College of Nursing at King Saud University, where the Cronbach Alpha coefficients were found for the axes of the study tool and the tool as a whole according to table (2):

No.	Axis	Cronbach Alpha coefficient	The number of paragraphs
1	The knowledge awareness of students trained in the College of Nursing	0.942	20
2	Professional pressures management	0.913	10
<b>The tool as a whole</b>		<b>0.926</b>	<b>30</b>

**Table 2: Internal consistency coefficient (Cronbach Alpha) of the study tool**

It appears from Table (2) that the values of the Cronbach alpha coefficients for the study axes were high and acceptable values for the purposes of the study application, where the value of the Cronbach alpha coefficient for the tool as a whole (0.926), and this indicates a high stability of the responses of the sample members to the questionnaire questions, which indicates their understanding of the questionnaire phrases and that the tool is applicable to the study sample.

## The used statistical procedures

To analyze the data resulting from the questionnaire and answer the study questions, the Statistical Package for Social Sciences (SPSS) will be used and the following statistical methods will be used:

- Frequency tables and percentages for detailing the demographic variables of the study sample.
- Cronbach Alpha coefficient for stability measuring.
- Arithmetic mean and the standard deviation to answer the study questions and identify the importance of the study paragraphs.
- Analyze Linear regression and Pearson correlation coefficient to study the relationship between study variables.

## The study limits

- **Objective limits:** They are for study the knowledge awareness of students trained in the College of Nursing and its role in their competence in managing their professional pressures.
- **Human limits:** The study is limited to a group of students trained in College of Nursing at King Saud University.
- **Time limits:** It conducted in the 2019/2020 semester.
- **Spatial limits:** This research conducted in the geographical scope of King Saud University in Riyadh.

## The results of the study

After the questionnaire was distributed electronically to the study sample individuals, and collect their responses, the questionnaires were analyzed using the Statistical Analysis Program (SPSS) to identify the role of knowledge awareness of the trainee students in raising their competence

in managing their professional pressures, where the following criterion was adopted in the interpretation of the values of arithmetic means according to the following: From (1-1.80) very low, from (1.81 to 2.60) were considered low, from (2.61-3.40) neutral, and from (3.41-4.20) high, and from (4.21-5.00) very high, and the results of the analysis of (100) questionnaires are as follows:

**First: The degree to which students trained in the College of Nursing possess knowledge awareness**

To identify the degree to which students trained in the College of Nursing possess knowledge awareness, arithmetic means and standard deviations for all paragraphs of the first axis of the questionnaire which related to knowledge awareness of students trained in the College of Nursing were extracted, so this axis was divided into the two main dimensions of knowledge awareness, which are: self-assessment and self-management, then the arithmetic mean and standard deviations for each dimension were extracted, in addition to the overall mean for the axis as a whole, and the following table (3) clarify that:

No.	Paragraph	Arithmetic mean	Standard deviation	Class	Degree
1	I try to use knowledge strategies which their efficiency was proven.	3.6900	0.84918	17	High
2	When I get into the problem, I consider several alternatives to solve it before I answer.	3.9200	0.82487	7	High
3	I deliberate when making the decision to give myself enough time.	3.8600	0.88785	11	High
4	I understand the strengths and weaknesses of my mental abilities, and my cognitive skills.	3.9800	0.88740	5	High
5	I know well what I am lacking and think about what I	4.0500	0.83333	2	High

	need to learn before I start a mission.				
6	I little deliberate when I get the important information and knowledge and I check its sources.	3.8800	0.92420	9	High
7	I have a specific goal for every strategy I use.	3.6500	0.82112	18	High
8	I use various strategies according to the situation or mission facing me.	3.7400	0.96001	16	High
9	I have a cognitive ability based on the right information to help me make decisions.	3.5500	0.85723	20	High
10	I use my mental abilities to make up for my weaknesses.	3.9600	0.75103	4	High
<b>The first dimension: self-assessment</b>		3.8280	0.81589	High	
11	I plan how to acquire knowledge and set specific goals before starting the mission.	3.7500	0.84537	15	High
12	I check the quality of the information considered for decision-making.	3.9300	0.80723	6	High
13	I ask myself if I consider all the alternatives to solve the problem.	3.8200	0.89194	13	High
14	I check that the information is well organized.	3.8200	0.85729	12	High
15	I focus my attention on valuable and important information	4.0700	0.81965	1	High
16	I ask myself the easiest ways to get the job done.	3.8700	0.97084	10	High
17	I regularly review my information and knowledge because this helps me understand any important relationships.	3.5700	0.96667	19	High
18	I ask myself questions about the decision before making it.	3.8900	0.87496	8	High
19	I think about various ways to solve the problem, then I choose the best.	4.0300	0.75819	3	High
20	I summarize information that I got, and what I did after I finished my mission or work.	3.8000	1.05409	14	High

<b>The second dimension: self-management (Identifying and monitoring the progress of operations and controlling them)</b>	3.8550	0.84833	High
<b>The overall mean for the axis as a whole</b>	<b>3.0480</b>	<b>1.16710</b>	High

**Table 3: Arithmetic means and standard deviations for all paragraphs of knowledge awareness for students trained in the College of Nursing (n = 100)**

Table (3) shows that the arithmetic means that measure the knowledge awareness of students trained in the College of Nursing ranged between (3.5500 - 4.0700), the most prominent of which was in paragraph No. (15) "I focus my attention on valuable and important information" with an arithmetic mean of (4.0700) and a high degree, then paragraph (5) came after that, "I know well what I am lacking and think about what I need to learn before I start a mission" with an arithmetic mean of (4.0500) and with a high degree, and then paragraph (19) came after that, "I think about various ways to solve the problem, then I choose the best" with an arithmetic mean of (4.0300) and with a high degree, even that the lowest arithmetic mean was for paragraph (9) "I have a cognitive ability based on the right information to help me make decisions" with an arithmetic mean of (3.5500) and with a high degree as well.

The overall mean for the first dimension of knowledge awareness (self-evaluation (knowledge and self-monitoring)) is (3.8280), the overall mean for the second dimension (self-management (Identifying and monitoring the progress of operations and controlling them)) is (3.8550), and the overall mean of the axis of knowledge awareness for students trained in the College of Nursing is (3.0480), and all these values are high, which indicates that the degree of possession of students trained in the College of Nursing at King Saud University of knowledge awareness

is high, and that students have a high degree of ability to self-assessment and self-management.

This result also shows that there is a high awareness of students trained in the College of Nursing at King Saud University of the cognitive processes of self-assessment and self-management, and that they highly use them during their training, in a way that enables them to plan for the goals that they must achieved and create a prior picture of the mission that the trainee will perform about knowledge, as well as his commitment to the mission and thinking in various ways to accomplish it, and conduct a periodic review to identify the extent of achievement and the appropriateness of the cognitive strategies used in training in a manner that represents a periodic self-evaluation, which is positively reflected on the performance of various nursing tasks, according to what was mentioned in studies of each Al-Fahdawi (2007), Barika (2007), Hijazi (2011), and Salimoun (2014).

### **Second: managing the professional pressures by students trained in the College of Nursing**

To identify the extent of the ability of students trained in the College of Nursing to manage professional pressures, arithmetic means and standard deviations were extracted for all paragraphs of the second axis of the questionnaire which is about managing professional pressures by students trained in the College of Nursing, in addition to the overall mean for the axis as a whole, and the following table (4) clarifies that:

No.	Paragraph	Arithmetic mean	Standard deviation	Class	Degree
1	I provide ideas and suggestions for trainers, and I do not find acceptance from them.	2.9200	0.99168	7	Neutral



2	I am assigned to difficult and complex subjects that exceed my capabilities.	2.8500	1.20918	9	Neutral
3	I do works that do not match my qualifications and cognitive abilities.	2.7000	1.18492	10	Neutral
4	I do routine works with nothing new in them.	3.4300	1.01757	3	High
5	I am assigned to responsibilities without sufficient powers to implement them	3.4500	1.28216	2	High
6	The purpose of the task assigned to me is not clarified.	3.5500	1.30558	1	High
7	I receive training orders from several persons.	3.2700	1.17941	4	Neutral
8	I work with more than one group that requires me to do works that varies from group to group.	3.2500	1.25831	5	Neutral
9	I don't know my training responsibilities specifically.	2.9200	1.29240	8	Neutral
10	I work under inconsistent policies and guidelines.	2.9400	1.34705	6	Neutral
<b>The first dimension: self-assessment</b>		<b>3.8415</b>	<b>0.83045</b>		High

**Table 4: Arithmetic means and standard deviations for all paragraphs of professional pressures management for students trained in the College of Nursing (n = 100)**

Table (4) shows that the arithmetic means that measure the management of professional pressures for students trained in the College of Nursing ranged between (2.7000 - 3.5500), i.e. between neutral and high, most notably among them was paragraph (6) "The purpose of the task assigned to me is not clarified" with an arithmetic mean of (3.55) and with a high degree, then it came after that paragraph (5) "I am assigned to responsibilities without sufficient powers to implement them" with an arithmetic mean of (3.4500) and with a high degree, and then also a paragraph (4) "I do routine works with nothing new in them" came after with an arithmetic mean of (3.4300) and with a high degree, whereas the lowest arithmetic mean was for paragraph (3) "I do works that do not

match my qualifications and cognitive abilities” with an arithmetic mean of (2.7000) and with a neutral degree.

However, the overall mean of the pressures management axis for students trained in the College of Nursing was (3.8415) and with a standard deviation of (0.83045), which indicates that the ability of students trained in the College of Nursing at King Saud University to manage professional pressures is high, and that students have a high degree of ability to manage pressures, although they perform many difficult and complex works and missions and are subject to numerous policies and responsibilities that require them great efforts and constitute professional pressures on them, but they are able to manage them, which may indicate a relationship between their knowledge awareness and their ability to manage pressures, which will be confirmed in the third part of the current research.

This result shows that students trained in the College of Nursing at King Saud University have a high ability to manage professional pressures, and that they face a higher level of pressures and many challenges and obstacles within and outside the work environment, which represent reasons for the professional pressures that the nurse faces. As a reaction, he will suffer from various forms of emotions and physical and psychological symptoms, which require to search for ways to address and manage them and raise the efficiency of dealing with them, especially for the trainees, as this phase constitutes a challenge for nursing students, as many studies indicated, such as the study of Ajwa, Shukri, Kazem, and Salloum (2015). They are exposed greater professional pressures even than they face during their first year of work, so that they are prepared to care for patients and assume greater responsibilities, thus a great pressure

is generated for them in their personal learning and acquisition of the necessary nursing experiences, which is reflected positively on their ability to manage professional pressures later, which was shown by previous studies also In the field of nursing and psychological distress for nurses (Saliha, 2017; Sabira and Ismail, 2015; Al-Qahtani 2015; and Yassin, 2014).

**Third: Third: The effectiveness of knowledge awareness in raising the efficiency of students trained in the College of Nursing in managing their professional pressures**

The researcher used simple linear regression analysis and Pearson correlation coefficient to study the strength of the relationship between the two variables (knowledge awareness and professional pressures management). The results of the linear regression and the Pearson correlation coefficient are as shown in the following table (5):

Variables	Pearson correlation coefficient (R)	Coefficient of determination (R <sup>2</sup> )	Significant level	Comment
Knowledge awareness (independent variable), Professional pressures management (dependent variable)	0.945	0.893	0.000	statistically significant

**Table5: Linear regression analysis and correlation coefficient between two study variables (knowledge awareness and professional pressures management)**

The previous table (5) shows that there is a positive and statistically significant relationship at the significant level ( $\alpha < 0.05$ ) (correlation coefficient: 0.945, significant level 0,000) between the degree to which

the trainees in the College of Nursing possess knowledge awareness and their ability to manage professional pressures, where the coefficient of determination in the linear regression model between the two variables (0.893), which means that (89.3%) of the variance in the dependent variable (pressures management) is explained by the independent variable (knowledge awareness), which indicates the positive and strong relationship between the two variables; the higher the degree trained students possess knowledge awareness the more they are able to manage professional pressures.

This result is consistent with previous studies such as the study of Al-Fahdawi (2007), Barika (2007), Hijazi (2011), and Salimon (2014), which linked the possession of knowledge awareness tools and the ability of students to accomplishment and creativity, as knowledge awareness enables the learner and the trainee to research, explore and interact with others and take responsibility for self-organization, and seeks to raise the level of experiences and abilities, develop creative and critical thinking skills, and establish principles of self-management for learning, which helps trainees to increase the ability to perceive problems and functions and the ability to measure difficulties facing them in a way that enables them to manage pressures effectively.

## **Recommendations and proposals**

In the light of its findings, the study recommends a set of recommendations:

1. Employing the learning competencies for knowledge awareness, skills to possess it and their dimensions in the nurse's preparation and training programs in the initial university stages and in hospital

- training programs, because of their effective role in providing them with the ability to manage pressures.
2. Conduct a comprehensive training program for students trained in the College of Nursing to manage pressures and continue until graduation, so that it focuses on knowledge skills, self-management and self-assessment, planning of operations and time management, and effective coping methods with pressures and management them.
  3. The necessity for training programs for nurses in hospitals to manage professional pressures, especially for those who work in sensitive interests and critical situations, to enable them to face and manage their stress in effective ways.
  4. Preparing measures to measure the degree of possessing knowledge awareness, and for methods of managing professional pressures appropriate for Saudi society, so that we can benefit from them in the field of psychological practice with medical professionals in hospitals.

The study also provides a set of proposals that are useful in conducting future research and studies in this field, including the following:

1. Expanding the sample in similar studies on a varied regional or national basis to improve the ability to generalize results.
2. Extending the research to include students in other health specialties such as medicine and pharmacy.
3. Conduct more in-depth studies and make comparisons based on personal characteristics such as age, gender, and educational level to explore the association of such variables with the degree to which they have knowledge awareness and manage pressures.



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