Perceived Stress and Coping Strategies Among Newly Nurse Students in Clinical Practice

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Abstract

The present study aimed at assessing the stress level and coping strategies among students who were newly in Practicing the clinical training in different hospitals, at the Nursing College, Princess Nourah University. The study design was a descriptive analytical one. The study was conducted at the beginning of second semester in the academic year 2015/2016. The sample consisted of three tools for data collection: which included a socio-demographic profile sheet, two scales; Perceived Stress Scale-14(PSS 14) to assess stress level , and Adolescent Coping Orientation for Problem Experiences (ACOPE) to assess The Students' coping strategies. Results revealed have that the percentage of stress level was higher in students among level five, with illiterate and non-working mothers, while the students whose fathers are working in a government work have a higher stress level than those whose fathers are not working in a government work. Results also showed that the long distance to reach Nursing School, the higher stress on the students, also, majority of subjects tend to use more of healthy coping strategies as compared to negative or unhealthy ones. The study recommended Presenting a psychological, social, and family consulting to the students who are highly stressed. In addition, education for the students according to the nature of the problems they face, clarify its causes, and how to treat it.

Keywords: stress, students, coping, university, clinical ,Nursing college.

Aim of the Study

The aim of this study will be   to assess the stress level & coping strategies of the 5th level nurse students while their first time practicing the clinical training in different hospitals in Riyadh.

Objectives

1- To measure level of St. nurse's stress level
2- To assess the methods used by nursing students to cope with their stresses.
3- To explore the relation among the Students' Sociodemographic characteristics & their stress level

Introduction

Stress contributes to health problems worldwide. Its presence is felt in home, office, industry, and academic environments. It is a common element in life regardless of race or cultural background. The emotional and physical ways in which we respond to pressure can cause mental and physical symptoms. The effects of stress vary with the ways it is appraised, and the coping strategies used differ between individuals and are influenced by ethnic, cultural, and socioeconomic characteristics (Al-Ayadhi LY., 2005).

Students are subjected to different kinds of stressors such as the pressure of academics with an obligation to succeed, an uncertain future and difficulties of integrating into the system. The students also face social, emotional, physical and family problems, which may affect their learning ability and academic performance. In recent years there is growing appreciation of stressors involved in Medical training College students, especially freshmen, are a group particularly prone to stress (D.Zurilla,T.J,Sheedy C. F.,1991).

So the aim of this study is to assess the stress level & coping strategies among the 5th level nurse students while their first time practicing the clinical training in different hospitals in Riyadh.

Research Project Design

The present study aims at measuring of stress and coping strategies among students at the Faculty of Nursing, Princess University, in this study, the sources of stress are limited to academic and clinical stressors.

Methodology of the study

The researchers used in this study The Descriptive Analytical Method which is defined as the approach which the researchers qualified gather evidence on the basis of the imposition or theory, and their categorization of data and summarized carefully, and then analyze it in depth in an attempt to draw generalizations meaningful lead to

the advancement of knowledge , descriptive approach and tries to explain and compares and evaluates the hope of reaching a meaningful generalizations than the stock of knowledge on the subject.

Study population and sample

The study population was consisted of students from the Faculty of Nursing Level five, Study year 2015-2016, Second semester, at Princess Nourah University totaling 51 students; who are all newly in their clinical courses; the researcher used the comprehensive inventory technique and has implemented the study on the overall community.

Validity of study tool
First: Perceived Stress Scale (PSS14)

Table 1

Correlation coefficient between every item comparing to total degree of the section

Item no.	Correlation coefficient	Item no.	Correlation coefficient
1.	0.506**	8.	0.555**
2.	0.581**	9.	0.578**
3.	0.535**	10.	0.541**
4.	0.526**	11.	0.793**
5.	0.570**	12.	0.757**
6.	0.567**	13.	0.510**
7.	0.579**	14.	0.563**

**Correlation is significant at the 0.01 level (2-tailed)

It is indicated from Table 1 that all correlation coefficients between the degree of each item of questionnaire and the total score for the section to which it belongs a significance level 0.01 or 0.05 and less, all of which are positive values. This means that there is a high degree of internal consistency and correlation between the section and its items and this reflects a high degree of validity of items validity.

Second: Coping strategies

Table 2

Correlation coefficient between every item comparing to total degree of the section

Item no.	section	Correlation coefficient
1.	Ventilating feelings	0.571**
2.	Seeking diversions	0.576**
3.	Relaxing	0.595**
4.	Self-reliance	0.674**
5.	Developing social support	0.776**
6.	Solving family problems	0.658**
7.	Avoiding	0.580**
8.	Seeking spiritual support	0.545**
9.	Investing in close friends	0.525**
10.	Seeking professional support	0.558**
11.	Engaging in demanding activities	0.852**
12.	Being humorous	0.832**

**Correlation is significant at the 0.01 level (2-tailed)

It is indicated from Table 2 that all correlation coefficients between the degree of each section of questionnaire and the total score for the questionnaire a significance level 0.01 or 0.05 and less, all of which are positive values. This means that there is a high degree of internal consistency and correlation between the questionnaire and its section and this reflects a high degree of validity of items validity.

The reliability of the study tool:

To measure the reliability of study tool (questionnaire), the researcher used (Cronbach'a Alpha) whereas the researcher calculates reliability of the main section of the questionnaire using (Cronbach'a Alpha) equation. The following table illustrate this:

Table 3

Shows variables reliability of the study section using (Cronbach'a Alpha)

Questionnaire section	Items no.	Cronbach'a Alpha value
First: Pss14	**14**	**0.572**
Ventilating feelings	6	0.559
Seeking diversions	8	0.553
Relaxing	4	0.585
Self-reliance	6	0.726
Developing social support	6	0.543
Solving family problems	6	0.668
Avoiding	5	0.509
Seeking spiritual support	3	0.598
Investing in close friends	2	0.523
Seeking professional support	2	0.528
Engaging in demanding activities	4	0.714
Being humorous	2	0.664
Second: Coping strategies	**54**	**0.685**
General reliability of the study	**68**	**0.808**

It is Seen from the results shown in the table above that the reliability coefficients section of the study is high, ranging between (0.509 and 0.726), while the overall persistence tool to study the market reached (0.808), and high stability of all the values which indicates that the resolution enjoyed a high degree of stability and can therefore be relied upon in the field application of the study.

Statistical methods used in the study

After collecting the data of the study, the researcher reviewed in preparation for the introduction of a computer for statistical analysis, and was introduced to a computer by giving specific figures, any transfer of verbal answers to digital (coding), where he was given the answer to (Most of time/ Very Often) 5 degrees, (Often/ Fairly Often) 4 degrees, (Sometimes) 3 degrees, (Hardly/ Almost Never) two degrees, (Never) one degree, and then the researchers arithmetic mean of the answers to study the vocabulary, where it was determining the length of the five-meter cell counts (lower and upper limits) used in the study axes, where the account term (5-1 = 4), and then divide it by the number of scale cells to obtain the correct cell of any length (4/5 = 0.8) was then add this value to a lower value in the scale (or the beginning of the measure which is the correct one) in order to determine the upper limit These detect and thus became the length of the cells as follows:

- From 1 to 1.80 represents (Never) to each item according to the section to be measured.
- From 1.81 to 2.60 represents, (Hardly/ Almost Never) to each item according to the section to be measured.
- From 2.61 to 3.40 represents, (Sometimes) to each item according to the section to be measured.
- From 3.41 to 4.20 represents, (Often/ Fairly Often) to each item according to the section to be measured.
- From 4.21 to 5.00 represents, (Most of time/ Very Often) to each item according to the section to be measured.

To serve the purposes of the study and analysis of the data collected through the survey instrument in the field side has been using a number of statistical methods to determine trends in the study sample According to the questions raised by using statistical analysis for Social Sciences (SPSS), it has the researcher using the following statistical processing methods : -

1. Frequencies and percentages: to get to know the personal and functional characteristics of the members of the study sample and determine its responses to the main section phrases contained in the study.

2. Arithmetic average (mean): To find out how high or low individual responses of the study for each item of the main variables of the study, according to the questionnaire item section , with the knowledge that is useful in the order of words by a higher weighted arithmetic average.

3. Weighted arithmetic average (weighted) (weighted mean): To find out how high or low individual responses

of the study on the main section (median averages item), knowing that it is useful in order of themes according to the highest weighted arithmetic average.

4. The standard deviation (standard Deviation): to identify the extent of deviation or dispersion study individuals for each phrase of the study variables phrases and each axis of the main themes of the average arithmetic responses, and notes that the standard deviation shows the dispersion in the study individuals for each phrase of the study variables phrases responses, Besides main themes, The closer the value of the zero-centered responses and decreased dispersion between the scale.

5. Pearson correlation coefficient person Correlation "": to see the correlation between the resolution and phrases axis, which belong to all the words of her words and the total score of the questionnaire.

6. Cronbach'a Alpha coefficient: to test the reliability of study tool.

Data analysis

Table 4

Social demographic characteristics

age	Frequency	Percent
20 years	5	9.8
21 years	25	49.0
22 years	12	23.5
23 years	9	17.6
Types of family		
Joint	8	15.7
Nuclear	43	84.3
Education of father	Frequency	Percent
Up to high school	32	62.7
More than high school	19	37.3
education of mother	Frequency	Percent
Up to high school	35	68.6
More than high school	16	31.4
Occupation of father	**Frequency**	Percent
Govt. Employee	41	80.4
Non-Govt. Employee	10	19.6
Occupation of mother	**Frequency**	**Percent**
Housewife	40	78.4
Working	11	21.6
monthly income	**Frequency**	**Percent**
Below 10,000 SR	24	47.1
Above 10,000 SR	27	52.9
Distance	**Frequency**	**Percent**
Within the campus	4	7.8
Between 1- 30 km	18	35.3
Above 30 km	29	56.9
type of residence	**Frequency**	**Percent**
Living in Hostel	7	13.7
Living with Parents	37	72.5
Others	7	13.7
Total	**51**	**100.0**

Through reviewing the results illustrated in the table above, shows the following:

- According to the age: the results illustrates that 49% from the total of the nursing students are 21 years

old and they are the majority of the study sample. While 23.5 % from the total of the nursing students are 22 years old, also found that 17.6 % from the total of the nursing students are 23 years old, and finally 9.8% from the total of the nursing study are 20 years old and they are the minority of the study sample.

- According to the type of the family: the results revealed that the majority from the total of the nursing students (84.3%) their family type is nuclear, in contrast, 15.7 % from the total of the nursing students their family type is joint.
- According to the education of the father : 62.7% from the total of the nursing students, their fathers were educated till the High school, in contrast 37.3 % from the total of the nursing students, their fathers were educated higher than High school.
- According to the education of the mother: the results shows that 68.6 from the total of the nursing students, their mothers were educated until the High school. In contrast, 31.4 % from the total of the nursing students, their mothers were educated higher than High school.
- According to the occupation of the father: the results shows that 80.4% from the total of the nursing students, their fathers are government employees. In contrast, 19.6% from the total of the nursing students, their fathers are non-government employees.
- According to the occupation of the mother: the results shows that 78.4% from the total of the nursing students, their mothers are housewives. In contrast 21.6% from the total of the nursing students their mothers working.
- According to the monthly income: the results illustrates that 52.9 % from the total of the nursing students their monthly income is more than 10000 SR. In contrast, 47.1% from the total of the nursing students, their monthly income is less than 10000SR.
- According to the distance : the results shows that 56.9% from the total of the nursing students, the distance between their living place and the university is above 30Km, while 35.3% from the total of the nursing students the distance between their living place and the university is getting between 1 to 30 Km, and finally 7.8 % from the total of the nursing students are living near to the university (inside the campus).
- According to the type of residence: the results illustrates that 72.3% from the total of the nursing students are living in the campus. While the percentage of the nursing students who are living with their parents and those who are living in other places is equaled. With a rate of 13.7% to both of them.

Table 5
Stress level Among Nursing Students

Score pss14	Frequency	Percent
Low Stress	0	0
Moderate Stress	3	5.9
High Stress	48	94.1
Total	51	100.0

The nursing student's stress was measured using Perceived Stress Scale (PSS-14). The average score of each student's score on PSS-14 was calculated. The total scores of the all the subjects were further averaged and categorized using interquartile range into three categories: Low (25%), Moderate (50%) and Severe (75%) stress. Findings revealed that out of 51 nursing students 48 (94.1%) had high stress whereas 3 (5.9%) had moderate stress, While there is no one of the students has a low stress. and Figure 1 illustrates this:
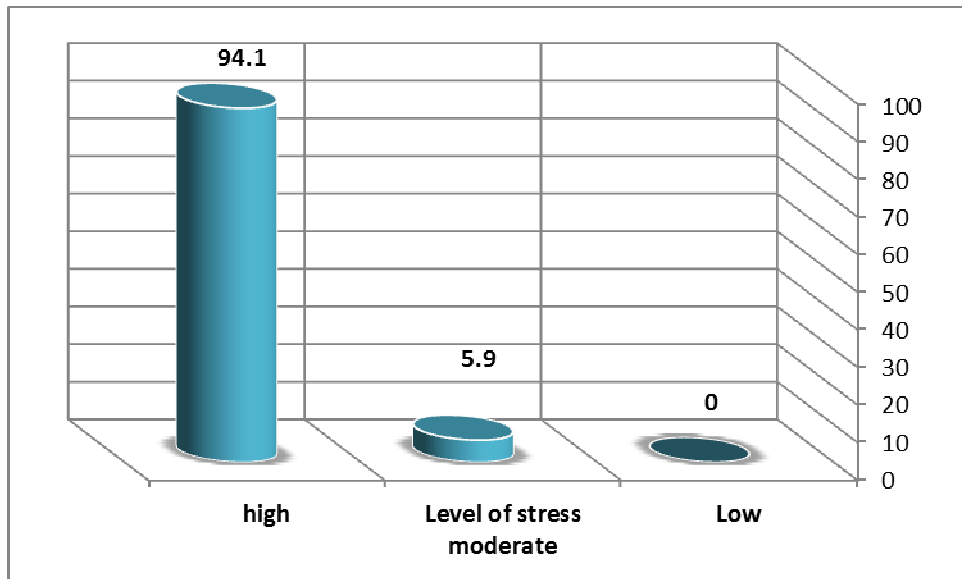
Fig 1: Stress level Among Nursing Students

Table 6

Frequency of Perceived stress during the last one month by nursing students as measured on Perceived Stress Scale (PSS-14)   (N=51)

Item No.	items		Never	Almost Never	Sometimes	Fairly Often	Very often
1	In the last month, how often have you been upset because of something that happened unexpectedly	n	6	8	25	5	7
		%	11.8	15.7	49	9.8	13.7
2	In the last month, how often have you felt that you were unable to control the important things in your life	n	3	8	21	11	8
		%	5.9	15.7	41.2	21.6	15.7
3	In the last month, how often have you felt nervous and "stressed	n	1	3	17	19	11
		%	2	5.9	33.3	37.3	21.6
4	In the last month, how often have you felt that you were effectively coping with important changes that were occurring in your life	n	2	1	26	14	8
		%	3.9	2	51	27.5	15.7
5	In the last month, how often have you dealt successfully with day to day problems and annoyances?	n	0	7	24	15	5
		%	0	13.7	47.1	29.4	9.8
6	In the last month, how often have you felt confident According to your ability to handle your personal problems?	n	4	5	18	14	10
		%	7.8	9.8	35.3	27.5	19.6
7	In the last month, how often have you felt that things were going your way?	n	6	9	27	5	4
		%	11.8	17.6	52.9	9.8	7.8
8	In the last month, how often have you found that you could not cope with all the things that you had to do?	n	4	17	17	10	3
		%	7.8	33.3	33.3	19.6	5.9
9	In the last month, how often have you been able to control irritations in your life?	n	2	4	22	18	5
		%	3.9	7.8	43.1	35.3	9.8
10	In the last month, how often have you felt that you were on top of things?	n	4	3	26	13	5
		%	7.8	5.9	51	25.5	9.8
11	In the last month, how often have you been angered because of things that happened that were outside of your control?	n	0	11	16	15	9
		%	0	21.6	31.4	29.4	17.6
12	In the last month, how often have you found yourself thinking According to things that you have to accomplish?	n	3	8	20	7	13
		%	5.9	15.7	39.2	31.7	25.5
13	In the last month, how often have you been able to control the way you spend your time?	n	4	15	19	9	4
		%	7.8	29.4	37.3	17.6	7.8
14	In the last month, how often have you felt difficulties were piling up so high that you could not overcome them?	n	4	4	29	11	3
		%	7.8	7.8	56.9	21.6	5.9

Items no. (4,5,6,7,9,10,13) were negative, so their relative weight was reversed.

Table 6 shows that:

Student's mean PSS-14 score was 42.20 ± 4.919. Majority of the students reported that sometimes during the last month, they remain upset (49%), unable to control important things of life (41.2%), felt nervous or stressed (33.3%), could not cope up with the things (33.3%), exhibit anger (31.4%) and thought According to the accomplished things (39.2%).

It was further found that the students reported that sometimes during the last month, they use coping strategies effectively with important changes in their lives (51%), control irritation (43.1%), feel that thing are going their way (52.9%) and they were on the top of the thing (51%) and able to control the way they spent their time (37.3%) .

Table 7

Stress Level Based on Socio Demographic Changes n=51

Social demographic characteristics	Low		Level of stress moderate		high		chi-Square value p.value
	n	%	n	%	n	%	
age							
20 years	0	0	0	0	5	10.4	P= .001*
21 years	0	0	1	33.3	24	50.0	
22 years	0	0	1	33.3	11	22.9	
23 years	0	0	1	33.3	8	16.7	
Types of family							
Joint	0	0	2	66.7	6	12.5	P= .000*
Nuclear	0	0	1	33.3	42	87.5	
Education of father							
Up to high school	0	0	2	66.7	30	62.5	P= .069
More than high school	0	0	1	33.3	18	37.5	
Education of mother							
Up to high school	0	0	2	66.7	33	68.8	P= .008*
More than high school	0	0	1	33.3	15	31.3	
Occupation of father							
Govt. Employee	0	0	2	66.7	39	81.3	P= .000*
Non-Govt. Employee	0	0	1	33.3	9	18.8	
Occupation. of mother							
Housewife	0	0	2	66.7	38	79.2	P= .000*
Working	0	0	1	33.3	10	20.8	
monthly income							
Below 10,000 SR	0	0	1	33.3	23	47.9	P= .674
Above 10000 SR	0	0	2	66.7	25	52.1	
Distance							
Within the campus	0	0	0	0	4	8.3	P= .000*
Between 1- 30 km	0	0	0	0	18	37.5	
Above 30 km	0	0	3	100.0	26	54.2	
Type of residence							
Living in Hostel	0	0	0	0	7	14.6	P= .000*
Living with Parents	0	0	3	100.0	34	70.8	
Others	0	0	0	0	7	14.6	

P*<0.05 Significant

Through reviewing the results illustrated in the table 7 ,it shows :

That there is a significant correlation between the nursing students' stress level and the age (p=0.001), as it shows that the students aged 21 years old have a high stress level comparing with the other age categories. The results also shows that there is a significant correlation between the nursing students' stress level and the family type   (p=0.000), as it shows that the students that their family type is nuclear are suffering from a high stress level comparing with those whose family type is joint. It also shows that there is a significant correlation

between the nursing students' stress level and the education of the mother (p=0.008), and this is obvious where the students whose mothers education is high school their stress level is higher than those whose mothers education is higher than high school.

It is also clear that there is a significant correlation between the stress level and the occupation of the father (p=0.000), as it is shown that the students whose fathers are working in a government work have a higher stress level than those whose fathers are not working in a government work. There is also a significant correlation between the stress level and the occupation of the mother (p=0.000), as it shows that the students whose mothers are housewives are suffering a higher stress level than those whose mothers are working. It is also shown that there is a significant correlation between the stress level and the distance (p=0.000) as it shown that the students who are living far from the university above 30Km are suffering a high stress level more than the other categories. There is also a significant correlation between the stress level and the type of residence (p=-0.000) as it shown that the students who are living with their parents are suffering a high stress level more than the other categories. This is may be due to the disputes and dissentions between the parents. While the results indicates that there is no correlation between the stress level and the education of the father (p=0.069), and the monthly income (p= 0.674).

Table 8
Coping strategies used by nursing students

Coping strategies		Items no.	mean	standard deviation	Rank
1	Ventilating feelings	6	14.84	3.133	5
2	Seeking diversions	8	22.55	3.722	1
3	Relaxing	4	11.47	2.580	7
4	Self-reliance	6	19.69	4.384	2
5	Developing social support	6	18.84	3.728	3
6	Solving family problems	6	18.14	4.176	4
7	Avoiding	5	11.29	4.036	8
8	Seeking spiritual support	3	6.71	1.911	9
9	Investing in close friends	2	6.35	2.305	11
10	Seeking professional support	2	4.57	1.616	12
11	Engaging in demanding activities	4	13.04	3.435	6
12	Being humorous	2	6.69	2.083	10

Table 8 shows that the coping strategies used by nursing students to overcome stress were measured by using ACOPE. It contains total 54 items under 12 domains. the mean score of coping strategies used by nursing students under 12 domains of ACOPE showed that from the most commonly used to least commonly used coping strategies are in the following order: Seeking diversions (22.55±3.722), Self-reliance (19.69±4.38), Developing social support (18.84±3.72), Solving family problems (18.14±4.17), Ventilating feelings (14.84±3.13), engaging in demanding activities (13.04±3.435), Relaxing (11.47 ±2.58), Avoiding (11.29±4.036), seeking spiritual support (6.71±1.91), being humorous (6.69 ±2.083), investing in close friends (6.35±2.30),seeking professional support(4.57±1.616). Figure 2 shows that

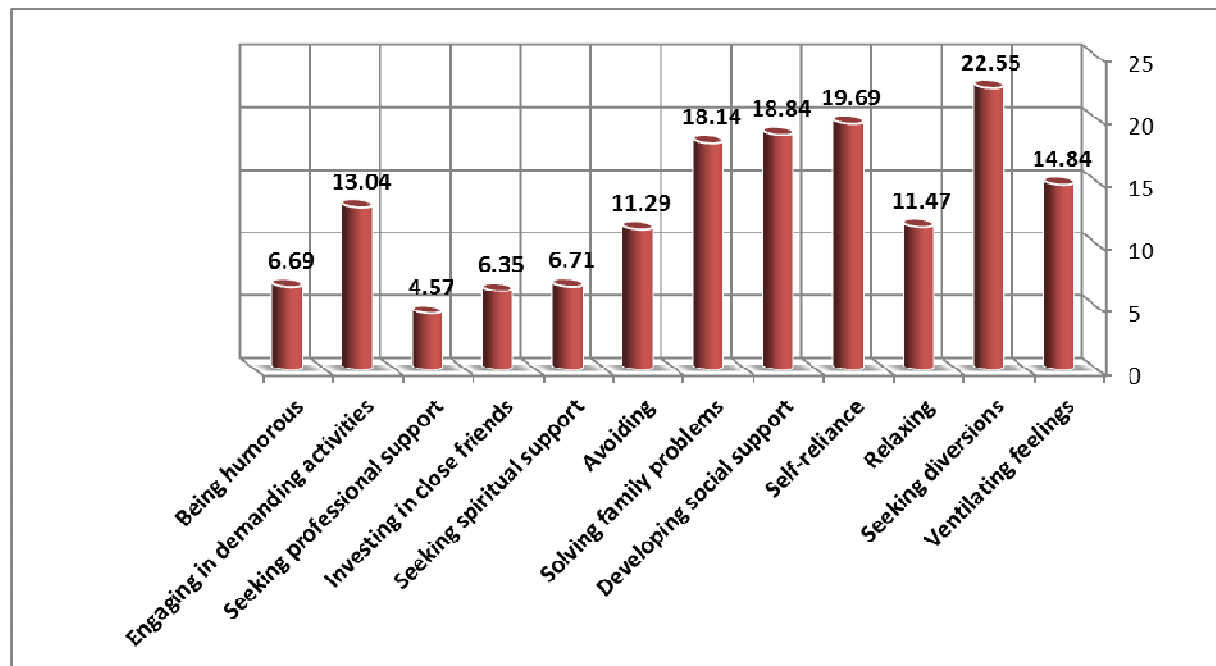Figure **2: Coping strategies used by nursing students**

Figure 2 shows that:

The results showed that the most frequently used coping strategies are Seeking diversions (22.55±3.722), Self-reliance (19.69±4.38),Developing social support (18.84±3.72), While the results showed that the least used coping strategies are investing in close friends (6.35±2.30),seeking professional support(4.57±1.616).

Discussion

Through a review of previous results showing that Stress in nursing students is an area of growing concern and it may result in psychological distress, physical complaints, behavior problem and poor academic performance. The present study was conducted in one of the governmental nursing college situated in Riyadh city and affiliated to Princess Nourah bent Abdul Rahman University.

Table 4 depicts the relationship of stress level of nursing students to the demographic characteristics. It shows that stress level of nursing students is found age 24 years old the highest level. Moreover, shows significantly affect father's work and its relationship with the stress p=0.69. Mothers and fathers in the Saudi Arabia have different parts. For instance, mothers are more in Responsibility of the children care, family, cleaning awhile a number of them work to support the family.

Also, table 4 shows the monthly income p=674 there is   52.1% of students is more than 10.000SR. Several researchers found that parents who experience greater economic stress also experience greater parenting stress (SturgeApple, Suor, & Skibo, 2014; Santiago, et al., 2012; Kotelchuck, 2006). Despite these examples of the negative influence of economic pressure on parent and child well-being, this same pressure has also been shown to increase symptoms of anxiety that are positively associated with more sensitive parenting (Newland, Crnic, Cox, & Mills-Koonce, 2013). That is, mothers who reported greater anxiety related to economic stress also practiced parenting that was responsive and emotionally involved, and they displayed positive feelings toward their children (Newland, Crnic, Cox, & Mills-Koonce, 2013).

Findings revealed that out of 51 nursing students 48 (94.1%) had high stress whereas 3 (5.9%) had moderate stress, While there is no one of the students has a low stress, this might be since the undergraduates confront a greater amount of stressors when they come to school amid first year of their preparation in view of being set in an new environment, detachment from the guardians and the interest of making new social bunches separated from scholarly weights and clinical preparing, this result was consistent with the study conducted among Iranian nursing students conducted by (Seyedfatemi et al ,2007) among nursing students.

As shown in table 7, female students ages 21 to have an increase in stress level of 50% of the remaining reconstruction; this was in agreement with (APA's 2013 Stress In America survey). American teenagers are now the most stressed-out age group in the U.S. While adults rate their stress at a 5.1 on a 10-point scale, teens rate their stress levels at 5.8.

It shows that the students that their family type is nuclear are suffering from a high stress level comparing with those whose family type is joint, which was because small family members focus more on their problems& magnify them causing more stress.

In addition, it was shown that the higher education of Mothers & their working outside home, the high adaptation & management of the stressors causing less stress on their daughters. On the other side, it was shown that the students whose fathers are working in a government work have a higher stress level than those whose fathers are not working in a government work, which may explained that Fathers may be restricted with their governmental work policies and the daily routine work causes more stress on their families.

Results also showed that the long distance to reach Nursing School, the higher stress on the students, it was clear that because more wasted time causes more stress on them. Additionally it was shown that the students who are living with their parents are suffering a high stress level more than the other categories. This is may be due to the disputes and dissentions between the parents.

Coping with stress for a student nurse is a dynamic and ongoing process, aimed at survival, growth and maintenance of the individual integrity. She tries to restore the imbalance and disequilibrium within her by attempted adjustment through the use of various coping strategies, which can be healthy or unhealthy.

It is important for nurse educator to find out the sources of stress and coping strategies used by the students so that they can be helped to cope well with upcoming problems and situations. In the present study, majority of subjects tend to use more of healthy coping strategies as compared to negative or unhealthy ones. "Seeking diversion" is the most common and "Seeking professional support" is the least common coping strategy identified in nursing students which are consistent with the findings of a similar study among nursing students at Baba Farid University of Health Sciences(Kumar,R. & Nancy,2011).However, the study findings was inconsistent with the findings of the study done on Iranian students which reported solving family problems and being humorous as the most common and least common used strategy respectively (Seyedfatemi et al ,2007).

Conclusion

The students reported higher levels of stress. The most frequently occurring stressors among the students were related to academic and psychosocial domains. The associations between stressed cases and female gender, occurrence of academic and psychosocial stressors needs to be further tested by prospective studies.

Recommendations

1. Presenting a psychological, social, and family consulting to the students who are highly stressed.
2. Educate the students According to the nature of the problems they face, clarify its causes, and how to treat it.
3. Encourage the students to pay attention to the lectures and the seminars that deals with the psychological and emotional disorders in different stages of life, also to pay attention to the awareness programs derived from religious and Islamic culture which the Saudi society is enjoyed for the university students, which provide them with hope and optimism, and helps them to Resist frustration that may face them.
4. Take advantage of the media to increase the social awareness of the problems and disorders that may increase the stress level of the students.
5. Create a university environment that satisfy the needs of the students.

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