



An Enhancement Program for Nursing Students to Cope with Family Conflict

Ghada Gamal Mostafa Kamal⁽¹⁾ Dr. Afaf Salah AbdEl-Mohsen⁽²⁾
Dr. Amany Mohamed Saad⁽³⁾

⁽¹⁾ Clinical Instructor in Minia Nursing Institute

⁽²⁾ Professor of Community Health Nursing -Faculty of Nursing -Helwan University

⁽³⁾ Assistant Professor of Community Health Nursing, - Faculty of Nursing -Helwan University

Date of Submission: 24-04-2024

Date of Acceptance: 02-05-2024

I. INTRODUCTION

Family conflict may intensify students' reactions to challenging experiences, as they may feel overwhelmed with the emotional, physical and social changes occurring during this period. Adolescent students forms part of the developmental stage as marking the beginning of significant changes within the family, especially in terms of adjusting to the behavioral, emotional and physical changes, such as mood changes, peer influences, testing boundaries and becoming rebellious, forming identity, bodily changes, puberty and trying to be less dependent on others (Rogers, 2020).

Family conflict involves active opposition between family members this refers to arguments, abusive behavior, fights and violence between marital or partners, or other people within the home. When the family environment does not provide suitable ways to fulfill the basic needs of autonomy, competence and relatedness, individuals are not able to satisfy the needs, which are essential for their growth, integrity and wellbeing. The need for autonomy is like having a sense of choice and decision in the regulation of behavior (World Health Organization, 2019).

Nursing students experience higher levels of stress than other students as the clinical part of nursing education is more stressful than the theoretical part with other students and they need to be involved in decision-making as this facilitates growth and allows them to be less dependent on their parents or other family members. If students are successful in this stage they could strive for the completion of tasks of their life (Hess, 2022).

Family conflict effects on students in different parts physically, psychologically, socially and their future functioning as adults includes divorce, absent parents, inter-parental conflict, and other various family problems. One of the primary causes of family conflict is divorce. The total

Abstract:

Background: Family conflict has a great effect on nursing school students physically, psychologically, socially which results in various problems within the community. **Aim:** Was to evaluate the effect of an enhancement program for nursing students to cope with family conflict. **Design:** A quasi-experimental research design was used. **Sample:** Convenience sample of 216 nursing students. **Setting:** The study conducted in Technical Health Nursing Institute in El-Minya Governorate. **Tools: (1):** A structured interviewing questionnaire included 2 parts as: Socio-demographic characteristics and assessment of nursing student's knowledge about family conflict **(2):** Student's perception of family conflict scale **(3):** Ways of students coping with family conflict scale. **Results:** The studied nursing students who had good level of total knowledge about family conflict had increased to 80.6% post the enhancement program compared to 13.9% pre the program. The studied nursing students who had positive perception post enhancement program had increased to 86.1% post the enhancement program compared to 36.1% pre the program. The studied nursing students who had high level of coping with family conflict had increased from 11.1% pre-program to 85.2% post enhancement program. **Conclusion:** There were marked improvement in studied student total knowledge and perception regarding family conflict post enhancement program. Also majority of students had high level of coping with family conflict post enhancement program.

Recommendations: Disseminating posters in schools to raise health awareness among students about family conflict.

Key words: Enhancement program, Family conflict, Nursing students.



serious impacts 25 % of them physical violence, and 19% emotional violence (Alharbi., 2019).

In Egypt one case of divorce occurs due to family conflict every 4 minutes. 2.3 divorce cases occurred for each 1000 population in 2019 and the total cases of divorce at the one-day exceed 250 cases. Divorce rates due to family conflict increased in Egypt from 7- 40 % during the past half century. The Egyptian courts witnessed about 14 million divorce cases in 2015, with parties representing 28 million people, or about a quarter of the population of Egyptian society. In El-Minya Governorate family court, the family conflict cases exceeded 20.000 in 2016 and nearly 45% were divorced due to family conflict (Central Agency for Public Mobilization and Statistics (CAPMAS), 2019).

Moreover, students can be harmed by conflicts and struggle between their parents. Family conflict results in public health problem, as it influences on the individual's health and welfare as well as breeding the students. Students' psychology aspect can be easily influenced by the family environment which in turn affects the community as students from high conflict homes will have potential to do crimes and unhealthy behaviors (Shockley, 2022).

The quality of parents' relationship makes a different to student in many ways. Students can be harmed by family conflict and struggle between their parents. Family conflict influences on the individual health and welfare as well as breeding the students. Students who experience inter-parental conflict are more likely to show lower academic success, behavioral and health problems (Yang et al., 2022). So it is very important use enhancement program for nursing students to cope with family conflict.

1.2 Aim of the study

The aim of this study was to evaluate the effect of enhancement program for nursing students to cope with family conflict.

This aim was achieved through the following objectives:

- 1- Assessing nursing student's knowledge, perception and how to cope with family conflict.
- 2- Designing and implementing enhancement program for nursing students to cope with family conflict in the light of the actual need and assessment.
- 3- Evaluating the effect of enhancement program on nursing student's knowledge, perception and how to cope with family conflict.

number of the world wide marriages in 2020 was 1,985,072 which equaled to 6.0 per 1,000 total populations and there is a significant reduction from a total of 2,315,000 marriages with rate of 8.2 in 2000. The total number of divorces in 2020 was 689,308 equivalents to a divorce rate: 2.5 per 1,000 populations while, in 2000 it was 944,000 divorces with a rate of 4.0 (Obrenovic et al., 2020).

Family conflict has important psychosocial effects on students sometimes resulting in insecure attachment styles, behavioral problems, health-compromising behaviors, cognitive and social deficits, psychological distress, poor academic achievement, and poor self-concepts. Health compromising and risky behaviors include a multitude of behaviors and interactions that may be excessive drinking, smoking, using illegal drugs, and engaging in risky sexual behaviors, such as having unprotected sex or sex with multiple partners (Morelli et al., 2023).

Students can use different coping methods that students can use to deal with and adapt to family conflict such as: Focusing on what to do to try not to focus on the source of distress and anger by using simple strategies to help focus and relieve stress, meditation and practicing awareness stimulation activities as yoga and doing something else during the family conflict to improve the psychological state (Lin et al., 2022).

Enhancement program must be designed to handle the needs of students so the struggling students can adapt to different stressful situations. When the Enhancement program are applied students gain interest very quickly. Students pick up new information easily, they should helped with a lot by repetition and learning new coping methods that helps also for school adjustment problems in the school (Fujita et al., 2019).

Community health nurse can play a vital role in resolve and prevent family conflict to identify conflict early, providing with the necessary ways of coping, treatment and referring student to appropriate care. The health sector has unique potential to deal with family conflict effects on students. Community health nurses have the awareness and the training to identify conflict as the underlying cause of student's health problems (Ademuyiwa et al., 2022).

1.1 Significance of the Study:

In Egypt, the result of demographic health survey conducted found that more than 1 in 3 students experiencing physical or psychological impact as a result of family conflict, and 7 % have



Part II: Student knowledge about the family conflict (Pre/Post)

This part was used to determine knowledge of students about family conflict, included 15 questions as: Meaning of the family conflict, causes of the conflict, forms of family conflict, methods that reduce family conflict, methods to prevent family conflict etc.

Scoring system for knowledge items:

The questionnaire was contained of 15 closed ended questions, the total scores of the questionnaire were 30 grades, the complete correct answer was scored as 2 points, the incomplete correct answer was scored 1 point and don't know answer was scored zero. The total scores were summed and converted into a percent score it ranged from 0 - 30 points and classified into 3 categories:

- Good Knowledge ($\geq 75\%$) (23 - 30 points).
- Average Knowledge (50 - < 75%) (15- < 23 points).
- Poor Knowledge (< 50 %) (< 15 points).

2nd tool: Measuring student perception of the family conflict (pre-post)

This scale used to measure students perception about family conflict adopted from **Kamal, (2020)**. It consisted of 44 close ended questions and was used to determine the student's perception of inter parental conflict it consisted of 3 parts:

A: Assessment of nursing student's perception of family conflict scale by assessing manner or form of conflict.

Included 15 items as when parents have an argument they usually work it out, parents get really mad when they argue, after parents stop conflict they stay mad at each other..... etc.

B-Assessment of causes of family conflict:

Included 13 items as student never see parents arguing or disagreeing, parents often get into arguments about things student does at school, when parents argue it's because one of them just had a bad day, parents may not think student know that argue occur a lot..... etc.

C -Assessment of student's reaction when family conflict occurs:

Included 16 items as when parents argue student can do something to make himself feel better, student gets scared when parents argue, student feel caught in the middle when parents argue, student not to blame when my parents have conflicts, students don't know what to do when parents have conflicts, when parents argue student worry about

Research Hypothesis

Enhancement program will improve nursing student's knowledge, perception and how to cope with family conflict.

II. Subjects and Methods

I-Technical item

The technical item included (study design, setting, sample and tools for data collection).

Study design:

A quasi experimental research design was applied to achieve the aim of this study.

Study setting:

The study was conducted at the Technical Health Nursing Institute following Ministry of health in El-Minia Governorate

Sample:

A convenience sample was used in this study. The sample was equal 216 nursing students within El-Minia technical health nursing institute, while the total number was 750 students through the academic year 2020 - 2021.

The sample size is calculated based on this equation.

$$n = \frac{N \times p(1 - p)}{[N - 1 \times (d^2 \div Z^2) + p(1 - p)]}$$

Where:

n= sample size

N= total size

Z= 1.96

d= error level 5%

p= 0.5. (Thompson, 2012)

Based on the equation, the sample size was 216 nursing students.

Tools for data collection:

Data was collected using the following three tools:

1st Tool: A structured interviewing

questionnaire was designed based on literature review. It was written in simple Arabic language and consisted of two parts:

Part I: Students-socio demographic characteristics:

Socio-demographic characteristics of students. It composed of 18 questions include; age, gender, grade, number of family members, number of rooms, crowding index, rank between sibling, persons live with the student at home, family monthly income..... etc.



I had to do next, I talked to someone to find out more about the situation, I hoped for a miracle, I slept more than usual, I accepted my sympathy and understanding from someone..... etc.

Scoring system for coping scale:

It consisted of 20 items. The total scores of the scale were 40 grades, each statement was assigned a score according to students' responses were 0= Does not apply, 1= Used some times, 2 = Used all time. These scores were summed and converted into a percent score it ranged from 0 – 40 grade and classified into 3 categories:

- High coping $\geq 75\%$ (30-40) points.
- Moderate coping $50 < 75\%$ (20 < 30) points.
- Low coping $< 50\%$ (< 20) points.

Content Validity of the tool:

The validity of the tool was tested through a panel of five experts from the Community Health Nursing specialty to review relevance of the tools for, comprehensiveness, understanding and applicability.

Tool Reliability:

Testing the reliability of the tools through Alpha Cronbach reliability analysis:

Items	Alpha Cronbach
Nursing student's knowledge	0.811
Student's perception	0.836
Ways of students coping	0.829

Pilot study:

Pilot study has been conducted to test the clarity, applicability and understandability of the tool. It has been conducted on 10 % of the sample (22 students) based on the result of the pilot study. The participants of the pilot were included in the main study sample due to no modifications done in the tools of the study.

Field work:

- Data of the current study were collected from beginning of December 2020 and stopped for 2 weeks midyear vacation (5-19 February) and ended in June 2021. Once official permissions were granted from Dean of Faculty of Nursing, Helwan University to Institute Manager.
- The researcher collected data 2 days per week (Sunday and Wednesday). Then, students were interviewed and the purposes and aims of the study were explained, student' informed consent was obtained after explaining the purpose and the nature of the study. The researcher interviewed

what will happen to him, student don't feel that he have to take sides when parents have a conflicts etc.

Scoring system for perception of family conflict items:

It consisted of 44 items and was used to determine the student's perception, the total scores of the scale ranged from 44 - 132 grades as follows:

The score of each item stumped up and then converted into percent score each statement was assigned a score according to students' responses as follows: Always = 3, sometimes = 2 and rarely = 1.

- Positive perception $\geq 60\%$ (79 – 132) points.
- Negative perception $< 60\%$ (< 79) points.

3rd Tool: Ways of students coping with family conflict scale (Pre/ Post):

This scale was used to measure students' coping ways with family conflict. This scale adopted from **Torres, (2018)** it consisted of 20 items and included statements as: I just concentrated on what

Ethical considerations:

The study approved from Ethical Commitment of Faculty of Nursing, Helwan University. Permission has been obtained oral from each student to participate in the study after explaining the nature and purpose of the study. Each student was free to either participate or not in this study and had the right to withdraw from the study at any time without any rational also, students were informed that data were not be included in any further researches without their permission if they do not mind. Confidentiality and anonymity of each subject were assured through coding of all data. Ethics, values, culture and believes were respected.

II-Operational item:

The operational design included preparatory phase, pilot study and field work.

Preparatory phase:

A review of the past and current literature covering all aspects helpful in designing and processing of data collection tools were available books, Journals, Internet and article.



Program includes:

First session: At the beginning of the first session, the researcher welcomes and introduce self to students, an orientation to the enhancement program was given, take informed consent of students, set an agreement on the time and duration of sessions. The researcher provides a trust, warm and secure atmosphere between students group to relieve anxiety and increase the motivation to participate in all sessions of the enhancement program. Students were oriented about program sessions (time, duration, place and contents). Also, The researcher stressed on the importance of continuous attendance and active participation. The pretest questionnaire was given to them (pre-program test).

Different teaching and learning methods were used during the sessions taking into consideration the use of simple and clear language that suits all levels of students to enhance learning. Inform the students that each session started by summary about the previous session and objectives of the new session. The program was presented in a clear and concise form to be used as memorial reference.

Students were allowed to ask any interpretation and explanation of any item included in the sessions. Announce students about meaning, causes and forms of family conflict.

Second session: Covered information about types of family conflict, stages and how to decrease and prevent.

Third session: Included discussion about effects of family conflict on student and family physically, psychologically and socially in addition to the academic performance of students.

Fourth session: Included discussion about ways of family conflict occurrence, student's rection to family conflict and different possible solutions and coping strategies to deal with family conflict.

- **Evaluation phase:** After implemented an enhancement program, post-tests was done to evaluate the effect of the program; the post test was done immediately by end of the sessions using the same tools of pretest.

III: Administrative item:

An official permission was obtained from the Dean of Faculty of Nursing, Helwan University and official permission from Institute administration to conduct the study. This letter included a permission to collect the necessary data and explain the purpose and nature of the study.

IV: Statistical item:

about 18 students per day to finish the questionnaire.

- Tools took time to be filled about 20-30 minutes according to student's tolerance from the first contact with the student the interviewing questionnaire and student perception scale were filled and every student was allowed to ask any question to clear any misunderstanding and to fill out the interviewing questionnaire.

- Enhancement program was developed based on the result of pre-test, the plan was prepared, implemented and degree of improvement in studied sample according to program objective in post-test was measured.

An Enhancement program was conducted through four phases: Preparatory, assessment, planning & implementation and evaluation.

- **Preparatory phase:** Tools of data collection development review of the past and current related literature covering various aspects of family conflict was done using books, articles, and magazine. The aim was acquainted with the research hypothesis to develop the study tools.

- **Assessment phase:** Before start the designed an enhancement program, the study tools were applied to assess student's knowledge, perception and ways of coping with family conflict.

- **Planning and implementing phase:** By developing enhancement program content, the objective was to improve student's knowledge, perception and ways of coping with family conflict; it was explained to all participants.

The content of program include: Meaning of family conflict, causes, forms, types, stages, how to decrease the effects and effects of family conflict on student and family physically, psychologically and socially in addition to the academic performance of students and ways of family conflict occurrence, student's rection to family conflict and different possible solutions and coping strategies to deal with family conflict.

The program tailored to suit student's needs, the researcher was used pictures, group discussions, lectures and booklet which guided students about family conflict.

The studied students were divided into 12 groups each one contained 18 students. The program was applied for six months through four sessions. Each group received the four sessions through 2weeks (2 sessions a week) and each session took about 30-35 minutes for every group at the setting. The enhancement program includes four theoretical sessions.



Figure (1) shows that, there was a marked improvement in studied students' level of total knowledge about family conflict post enhancement program. As evidence, the 13.9% of studied students had good level of total knowledge about family conflict pre-enhancement program, while changed to 80.6% post enhancement program.

Table (2) demonstrates that, there was a marked improvement in all total students' perception items about family conflict with highly statistically significant difference at ($P = < 0.01$) between pre and post enhancement program.

Figure (2) shows that, 36.1% of studied students had positive perception about family conflict pre-enhancement program, while changed to 86.1% post-enhancement program.

Figure (3) shows that, 67.6% of the studied students had low level of total coping with family conflict pre-enhancement program, while changed to 85.2% of the studied students had high level of coping with family conflict post enhancement program.

Table (3) shows that, there was highly statistically significant positive correlation between total students' knowledge, perception and total coping with family conflict pre and post enhancement program at ($P = < 0.01$).

Data collected from the studied sample was revised, coded and entered using Personal Computer (PC). Computerized data entry and Statistical analysis were fulfilled using the Statistical Package for Social Sciences (SPSS) version 24. Data were presented using descriptive statistics in the form of frequencies, percentages. Chi-square test (X^2) was used for comparisons between qualitative variables. Spearman correlation measures the strength and direction of association between two ranked variables.

Significance of the results:

Highly significant at p -value < 0.01 .

Statistically significant was considered at p -value < 0.05

Non-significant at p -value ≥ 0.05

III. Results

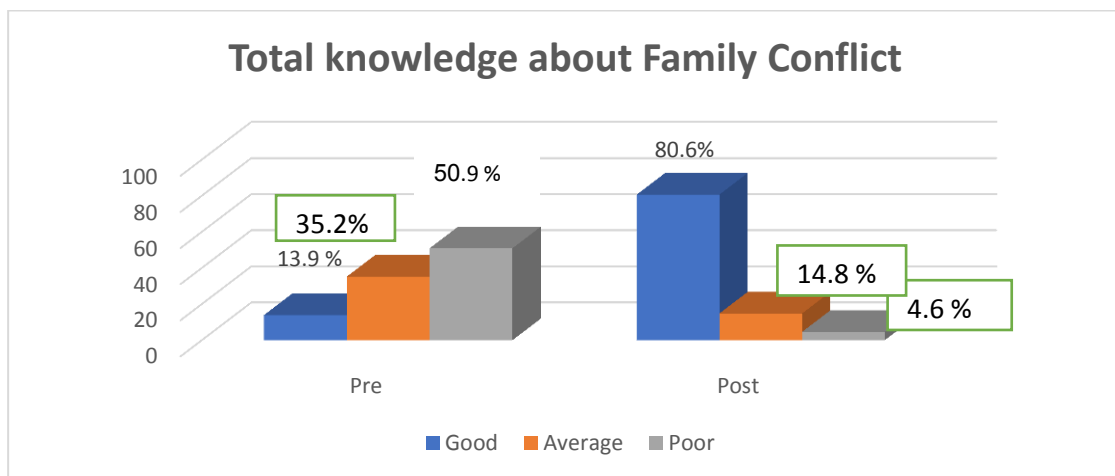
Table (1) shows that, 50% of the studied students their age is ≥ 19 years with mean age \pm SD were 18.9 ± 1.20 years. 53.7% students were female. Also, 51.4% their number of family members ranges from 3-6 members. Also, 47.2% of them their number of rooms in the house were 3-4 rooms. Regarding ranking between siblings 39.4% of the studied students were middle between siblings. Meanwhile, 97.2% of them live at home with their parents.

Table (1): Frequency Distribution of the Studied Students according to their Socio-Demographic Characteristics (n=216).

Socio-Demographic Characteristics	No	%
Age (year)		
17 years	18	8.3
18 years	90	41.7
≥ 19 years	108	50
Mean \pm SD	18.9\pm1.20	
Gender		
Male	100	46.3
Female	116	53.7
Grade		
First	108	50
Second	108	50
Number of family members		
3-6 members	111	51.4
7-9 members	85	39.4
≥ 10 members	20	9.2
Number of rooms in the house		



1-2 rooms	96	44.5
3-4 rooms	102	47.2
≥ 5 rooms	18	8.3
Crowding index		
<1	40	18.5
1-2	128	59.3
>2	48	22.2
Ranking between siblings		
First	80	37
Middle	85	39.4
Last	51	23.6
Live at home with		
Parents	210	97.2
One parent	3	1.4
Grandfather or grandmother	3	1.4
Family monthly income		
Not enough	44	20.4
Enough	135	62.5
Enough and saving	37	17.1



$\chi^2 = 24.96$ p-value = 0.000*

Figure (1): Percentage distribution of the Studied Students according to their Level of Total Knowledge about Family Conflict Pre and Post Enhancement Program (n=216).



Table (2): Statistical Difference of Students according to their Total Perception of Family Conflict Pre and Post Enhancement Program (n=216).

Total perception Items	Pre program				Post program				X ²	p-value
	Positive (n=78)		Negative (n=138)		Positive (n=186)		Negative (n=30)			
	No	%	No	%	No	%	No	%		
Perception of family conflict by assessing manner or form of conflict	91	42.1	125	57.9	190	88	26	12	14.60	0.001**
Perception of family conflict by assessing causes of conflict and whether conflict occurs when the student present or not	70	32.4	146	67.6	178	82.4	38	17.6	15.21	0.000**
Perception of family conflict by assessing student's reaction when conflict occurs	75	34.7	141	65.3	184	85.2	32	14.8	14.99	0.000**

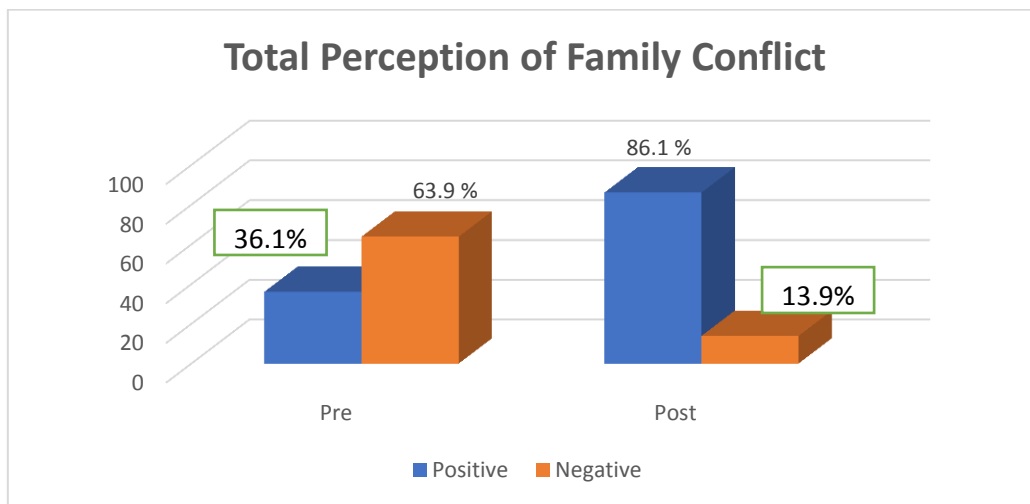


Figure (2): Percentage Distribution of the Studied Students according to their Total Perception of Family Conflict Pre and Post Enhancement Program (n=216).

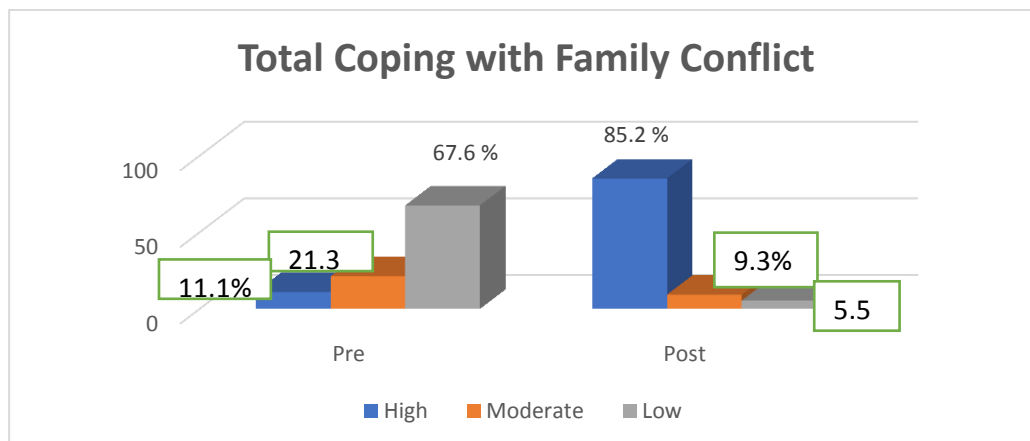


Figure (3): Percentage Distribution of the Studied Students according to their Total Coping with Family Conflict Pre and Post Enhancement Program (n=216).



Table (3): Correlation between Total Knowledge, Perception and Total Coping with Family Conflict among the Studied Students Pre and Post Enhancement Program.

Variables		Total coping		Total perception	
		Pre program	Post program	Pre Program	Post program
Total knowledge about family conflict	r	0.417	0.502	0.430	0.514
	P	0.003**	0.000**	0.001**	0.000**
Total perception about family conflict	r	0.410	0.510		
	p	0.003**	0.000**		

Regarding gender and grade state of the studied sample, the results of the current study indicated that more than half of them were female and half of them were equal at first and second year. These results inconsistent with **Kellett et al., (2023)** In Canada who carried out their study to "Assess the gender role conflict and male nursing students' academic and program success" and found that all studied students were male and one third of them were married. Also, disagreement with the study performed by **Cruz et al., (2018)**. It was a multi-country study conducted in Chile, Egypt, Greece, Hong Kong, India, Kenya, Oman, Saudi Arabia, and the United States of America, which entitled "Quality of life of nursing students from nine countries" who stated that 50% of the studied nursing students were equal both female and male. For grade level 54% of them at second level. This may be attributed to the great demand for nursing from females more than males.

Also, the results of the current study showed that more than half of the studied students their number of family members range from three to six members, nearly half of them their number of rooms in the house range from three to four rooms. Also, more than half of them their crowding index ranged from 1 to 2. These results supported by the study done by **Jibeen, (2017)** in Pakistan who carried out a study entitled "Perceived social support and mental health problems among Pakistani university students" and mentioned 50% of the studied students their crowding index ranged from 1 to 2.

Regarding total knowledge about family conflict, the finding of the current study showed that the minority of studied students had good level of total knowledge about family conflict pre enhancement program, while changed to majority of them had good level of total knowledge about family conflict post enhancement program (figure1). These results similar to **Ahmed et al., (2019)** in Egypt, who carried out the study about "The effect of the training program about conflict

IV. DISCUSSION

Today's nursing students are the nucleus of the professional nurses of tomorrow, who will interact with their colleagues and other health care professionals on a daily basis and provide the care for patients, their families and society in the area of health and education in the future (**Abd El-Rahman, 2018**). Students come to colleges with different experiences, fears, expectations, attitudes, backgrounds, hopes, and aspiration which may lead to conflict between groups. Also, conflict is a natural result of human communication. So, the presence of a conflict between their families can have both negative and positive results. The negative results of conflict include weak interpersonal relationships, high stress, and increase in absenteeism (**Fujita & Yamada, 2022**).

Family conflict has been identified as a significant risk factor for nursing students, increasing the likelihood for depressive symptoms and other forms of psychological distress and it impacts on academic performance and achievements, which result in various problems within the community. The best predictor of student success is the extent to which families encourage learning at home and involve themselves in student's education (**Gato et al., 2022**). So, this study was conducted to evaluate the effect of enhancement program for nursing students to cope with family conflict.

Part (I): Socio-demographic characteristics of the studied students and assessment of nursing students' knowledge about family conflict:

The present study finding showed that, half of the studied students their ages were equal and more than nineteen years old, the mean of age was 18.9 ± 1.20 years (**table 1**). This result similar to the result of study performed by **Lawal et al., (2017)** in Belgium, which entitled "Factors that influence the clinical learning experience of nursing students at a Caribbean school of nursing" who indicated that the mean age of the studied nursing students, was 19 to 20 years.



management scores for coping with different conflict after implementation of a training Program.

This may be due to the majority of the studied students reported good level of knowledge about family conflict post the enhancement program. Because increase level of knowledge, improve their coping measures about conflict.

Also, the findings of the current study stated that, there was a marked improvement in students' ways of coping with family conflict post enhancement program about conflict, which the result illustrated that an improvement was evident in some coping measure (table 3). The finding was in the same line with **Cheng, (2016)** in China and entitled "Mediation skills for conflict resolution in nursing education" which discussed that the post-intervention and follow-up phases of the study showed significant increases in all positive and constructive conflict coping strategies. Also, this finding is congruent with that of **Pines et al., (2017)** showed that the nursing students who participate in simulated training exercises become able to use different coping styles of conflict management.

As well, this study was in disagreement with **Walace, (2016)** in the United States and entitled "Bullying of staff registered nurse in the workplace: A preliminary study for developing conflict strategies for the transformation of hostile to healthy workplace environments" reported that work-study exposed nursing students to clinical situations, helped them integrate clinical knowledge and critical thinking skills, and expanded their communication skills regarding conflict and its management not bases on providing education program.

From the researcher point of view, differences may be due to lack of appropriate educational program and lack of knowledge about family conflict and coping skills.

Concerning total coping with family conflict among the studied students, the findings of the current study showed that majority of the studied nursing students reported high level of total coping with family conflict post enhancement program compared to more than two thirds of them had low level of total coping with family conflict pre-enhancement program (figure 3). In the same line of this result a study conducted by **Waite, (2017)** in the United States about "Raise self-awareness of nursing students after applying conflict management strategy" which demonstrated significant improvements in nursing students' conflict management scores after implementation of a training program.

resolution strategies on nursing students' assertiveness" and stated that the about 73.8% of nurse students' knowledge about conflict was low at the pre-intervention phase. The post-intervention phase was associated with statistically significant improvements in all areas of knowledge ($p < 0.001$). This result might be due to that the enhancement program was planned based on true met needs identified during the assessment phase of the study.

Part (II): Assessment of student's perception of family conflict scale:

According to total perception of family conflict, the current finding showed that majority of the studied students had positive total perception of family conflict post enhancement program; while more than three fifths of them reported negative total perception of conflict pre-enhancement program (figure 2). The finding was in the same line with **Ahmed et al., (2019)** who revealed that the nursing students' total perception of family conflict showed a significant increase post the program. Also this finding is congruent with a study done by **Pines et al., (2017)**, who found that 84.3% of them after training nursing students preferred to use different styles of conflict management increased their perception level about family conflict as 86.1% had positive perception related to family conflict after training and has highly statistically significant in all total perception post the enhancement program. But these results in disagreement with **Lembrechts, (2016)** in Belgium, who perform a study about "The determinants of work to family conflict among hospital nurses" and mentioned that 57% of the studied nurses had negative perception related to family conflict after training.

From the researcher point of view, these results may be due to most of the studied students reported good level of knowledge about family conflict post enhancement program. Therefore, the level of knowledge affected the level of perception of them.

Part (III): Ways of students coping with family:

The present study showed that there was a marked improvement in students' ways of coping with family conflict post enhancement program about conflict, as evident at some coping measures such as I got professional help and I just concentrated on what I had to do next respectively have low percent pre enhancement program (table 3). These results in congruence with the study of **Abdul ghaffar, (2017)**, this study carried out in Pakistan and titled "Conflict in schools its causes and management strategies, PHD scholar (Education)," which demonstrated that a significant improvement in nursing students' conflict



V. Conclusion

On the light of the current study result and answered research hypothesis, it could be concluded that:

More than half of the studied students had a poor level of total knowledge about family conflict before enhancement program, while majority of the studied students had a good level of total knowledge about family conflict post enhancement program. Level of total knowledge about family conflict changed and improved positively among most of the studied students. Additionally, more than three fifth of the students studied had a negative perception toward family conflict pre the enhancement program, while majority of the students had a positive perception post enhancement program. Furthermore, more than three fifth of the studied students had a low level of coping with family conflict pre the enhancement program, while the majority of the students had a high level of coping with family conflict post enhancement program.

In conclusion, the enhancement program had a positive effect in improving nursing students' knowledge, perception, and coping with family conflict.

VI. Recommendations

In the light of the finding of this study, the following points are recommended:

- Disseminating posters in all community places as schools to raise health awareness among students about family conflict coping methods.
- Develop and implement educational program to improve knowledge and perception of nursing student regarding coping strategies of family conflict.
- **Future research** is required to evaluate coping pattern with family conflict and student preception on a large scale.

REFERENCES

- [1]. **Abdul-Ghaffar, L. (2017):** Conflict in schools its causes and management strategies, PhD scholar (Education), Journal of Managerial Sciences Qurtuba University of Science and Information Technology, Peshawar Compus, Pakistan.
- [2]. **Abd El-Rahman, R. M. (2018):** Conflict management styles, assertiveness and stress among nursing students. IOSR Journal of Nursing and Health Science (IOSR-JNHS), 7(2), 49-59.
- [3]. **Ademuyiwa, J. A., Dahunsi, T. N., Adetunji, A. A., and Adeniran, A. O.**

Part (IV): Relationship between the studied students pre and post enhancement program:

Concerning total coping with family conflict among the studied students, the findings of the current study showed that majority of the studied nursing students reported high level of total coping with family conflict post enhancement program compared to more than two thirds of them had low level of total coping with family conflict pre-enhancement program (**figure 3**). In the same line of this result a study conducted by **Waite, (2017)** in the United States about "Raise self-awareness of nursing students after applying conflict management strategy" which demonstrated significant improvements in nursing students' conflict management scores after implementation of a training program.

The finding of the current study revealed that there was highly significant positive correlation between total students' knowledge, perception and total coping with family conflict pre and post enhancement program (**table 3**). This finding of the current study was similar to **Ahmed et al., (2019)** who carried out an Egyptian study to assess "The effect of the training program about conflict resolution strategies on nursing students' assertiveness" who stated that, there was a statistically positive correlation was found between total students' knowledge, perception and total coping with family conflict and conflict strategies at pre and post program.

Additionally, this finding was in the same line with a study conducted by **Jung and Kang, (2016)** in Korea to describe "the level of self-esteem, assertiveness and interpersonal relationship according to the style of conflict management on nursing students" and detected that students' assertiveness was significantly and positively related to using conflict management styles.

Finally, the current study showed that the enhancement program about family conflict was effective in improving level of knowledge, perception and coping with family conflict among the studied nursing students. In the same line, **Ahmed et al., (2019)** who discussed that the implementation of an educational intervention is effective in improving these nursing students' knowledge and perception of conflict types and their coping measures, with positive influences on constructive conflict management strategies (**table3**).



- [12]. **Hess, S. (2022):** Effects of inter-parental conflict on children's social well-being and the mediation role of parenting behavior. *Applied Research in Quality of Life*, 17(4), 2059-2085.
- [13]. **Jibeem, T. (2017):** Perceived social support and mental health problems among Pakistani university students. *Community mental health journal*, 52(8), 1004-1008.
- [14]. **Jung., M and Kang, H. (2016):** Nursing students self-esteem, assertiveness and interpersonal relationship according to their style of conflict management, *Korean Acad Scoc Nurss Educ*, 20. Vol 3.345.
- [15]. **Kamal, G. G. (2020):** Family conflict and academic performance of the secondary schools nursing students, Master thesis, Community Health Nursing Department, Faculty of Nursing, Helwan University.
- [16]. **Kellett, P., O'Lynn, C. E., Herakova, L. L., and O'Connor, T. (2023):** Gender Role Conflict and Male Nursing Students' Academic and Program Success. *Journal of Nursing Education*, 62(1), 42-46.
- [17]. **Lawal, J., Weaver, S., Bryan, V., & Lindo, J. L. (2017):** Factors that influence the clinical learning experience of nursing students at a Caribbean school of nursing. *Journal of Nursing Education and Practice*, 6(4), 32-39.
- [18]. **Lembrechts, L., Dekocker, V., Zanoni, P., & Pulignano, V. (2016):** A Study Of The Determinants Of Work-To-Family Conflict Among Hospital Nurses In B Elgium. *Journal of Nursing Management*, 23(7), 898-909.
- [19]. **Lin, W. R., Chen, H. M., and Wang, Y. C. (2022):** Work-family conflict and psychological well-being of tour leaders: The moderating effect of leisure coping styles. *Leisure Sciences*, 44(7), 786-807.
- [20]. **Morelli, N. M., Hong, K., Garcia, J., Elzie, X., Alvarez, A., and Villodas, M. T. (2023):** Everyday Conflict in Families at Risk for Violence Exposure: Examining Unique, Bidirectional Associations with Children's Anxious-and Withdrawn-Depressed Symptoms. *Research on child and adolescent psychopathology*, 51(3), 317-330.
- [21]. **Muhammad Y., Shah Z & Naveeda R. (2017):** An Empirical Study on the Role of Parents in Academic Performance of Student in Private Schools of Karachi 84 *International Journal of Criminology and Sociology*, 6, PP. 84-92.
- [4]. **Ahmed, R. A., Fakhry, S. F., and Saad, N. F. (2019):** Conflict resolution strategies training program and its effect on assertiveness among nursing students. *Egypt J Health Care*, 10(2), 237-49.
- [5]. **Alharbi, M., McKenna, L., and Whittall, D., (2019):** Social barriers experienced by Saudi nursing students while studying nursing: A phenomenological study. *Nurse education in practice* (34):P.P. 123-129.
- [6]. **Arveklev, S. H., Berg, L., Wigert, H., Morrison-Helme, M., and Lepp, M. (2018):** Learning about conflict and conflict management through drama in nursing education. *Journal of Nursing Education*, 57(4), 209-216.
- [7]. **Central Agency for Public Mobilization and Statistics in Egypt (CAPMAS) December, (2021) Available at:** http://www.capmas.gov.eg/Pages/ShowPDF.aspx?page_id=/Admin/Pages%20Files/201710914947book.pdf, p.p. 31.
- [8]. **Cheung, T., Wong, S. Y., Wong, K. Y., Law, L. Y., Ng, K., Tong, M. T., ... and Yip, P. S. (2017):** Depression, anxiety and symptoms of stress among baccalaureate nursing students in Hong Kong: a cross-sectional study. *International journal of environmental research and public health*, 13(8), 779; 72(6):P.P.555-566. Doi: 10.1037/amp
- [9]. **Cruz, J., Felicilda-Reynaldo, R., Lam, S., Contreras, F., Cecily, H., Papathanasiou, I., and Colet, P. (2018).** Quality of life of nursing students from nine countries: A cross-sectional study. *Nurse education today*, 661:P.P. 35-142.
- [10]. **Fujita, K., and Yamada, A. (2022):** Conflicts between parent company and non-controlling shareholders in stakeholder-oriented corporate governance: Evidence from Japan. *Journal of Business Economics and Management*, 23(2), 263-283.
- [11]. **Gato, C. M., Nascimento, L. C., Simoneti, R. A. A. D. O., Massaroli, A., Silva, S. É. D. D., and Araújo, J. S. (2022).** Family implications during deprivation of liberty and Attachment Theory: a qualitative metasynthesis. *Revista Brasileira de Enfermagem*, 75.



- [22]. **Obrenovic, B., Jianguo, D., Khudaykulov, A., and Khan, M. A. S. (2020):** Work-family conflict impact on psychological safety and psychological well-being: A job performance model. *Frontiers in psychology*, 11, 475.
- [23]. **Pines, E.W., Rauschhuber, M.L., Norgan, G.H., Cook, J.D., Canchola, L., Richardson, C., and Jones, M.E., (2017):** Stress resiliency, psychological empowerment and conflict management styles among baccalaureate nursing students. *J. Adv. Nurs.* 68, 1482–1493.
- [24]. **Rogers, R. G., Hummer, R. A., Tilstra, A. M., Lawrence, E. M., and Mollborn, S. (2020):** Family structure and early life mortality in the United States. *Journal of Marriage and Family*, 82(4), 1159-1177.
- [25]. **Thompson S. (2012):** Sampling' 3rd edition, Simon Fraser University, John Wiley & Sons, ISBN: 978-0-470-40231-3 March, 472 Pages, QA276.6.T58 2012 519.5 2—dc23, P. 59-60.
- [26]. **Torres, M. (2018):** Coping with inter role conflict: A mixed method study of students in a master of social work program, Electronic Theses, Projects, and Dissertations. 704. Available at: <https://scholarworks.lib.csusb.edu/etd/704>.
- [27]. **Waite, R. and McKinney, N.S. (2017):** Enhancing conflict competency. *ABNF J; Fall; 25(4):123-8.*
- [28]. **World Health Organization (WHO) May (2019) available at:** <https://www.who.int/publications/i/item/9789241565707>
- [29]. **Yang, F. C., Zamaria, J., Morgan, S., Lin, E., Leuchter, A. F., Abrams, M., ... and Jain, F. A. (2022):** How family dementia caregivers perceive benefits of a 4-week mentalizing imagery therapy program: A pilot study. *Professional Psychology: Research and Practice*, 53(5), 494.