

The Relationship between Bullying and Selected Student Outcomes (Anxiety, Stress, Performance) as Mediated by Self-Efficacy: Testing a Theoretical Model

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Abstract:

Bullying has existed for decades within the nursing profession and it continues to be a growing concern, especially in a season when nurses are experiencing work strain related to the COVID-19 pandemic, causing psychological duress, negative work environment, and increased workload. It is in this environment that nursing students are potentially exposed or experience bullying, while being expected to function by providing patient care and receive clinical evaluations. Bullying is known to be an unwanted behaviour which can be intentional or unintentional, and overt or covert. The empirical data suggest that perceived bullying experiences are negatively impacting the student nurse's mental, emotional, and physical health. More specifically, research has identified that bullying may lead to student nurses experiencing increased stress and anxiety, decreased self-efficacy, and poorer clinical performance; which subsequently negatively impacts their overall clinical learning experience. In one study in Ontario, 89% of nursing students reported experiencing bullying at least once in a clinical setting. More specifically, 77% of these students reported that bullying occurred in their first year of study (Clarke et al., 2012). Therefore, understanding how bullying impacts the student nurse pedagogical experience is crucial in aiding the student nurse population related to creating positive learning experiences, and potentially providing practical solutions on how students can mitigate perceived bullying. The purpose of this study is to test a theoretical model examining the relationship between perceived bullying experienced in the clinical practice environment and selected student outcomes (anxiety, stress, performance), as mediated by self-efficacy. A predictive non-experimental research design will be used with a sample of 3rd and 4th year undergraduate nursing students at three Universities in Ontario. Data will be collected using an on-line survey, which will include the following questionnaires, Negative Acts Questionnaire-Revised, General Self Efficacy Scale, General Anxiety Scale, Perceived Stress Scale, and Working about Workplace Bullying Scale. Data will be analysis will include descriptive statistics and Structural equation modeling, which will determine the strength the relationships between variables in the proposed theoretical model.