An interpretative phenomenological analysis of the lived experiences of female nursing students managing situation-mitigated dysmenorrhea

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Abstract - Understanding the lived experiences of Female Nursing Students Managing Situation-Mitigated Dysmenorrhea, wished to explore the personal experiences of female nursing students who only suffer dysmenorrhea in specified settings. Utilizing an Interpretative Phenomenological Analysis, purposive sampling was employed to choose individuals aged 18 to 24 who are presently studying at a certain University in Cebu City. To ensure participant safety and reduce any confounding variables associated with hormonal swings and medication usage, individuals who had been pregnant or lactating were eliminated from the sample.

In-depth interviews yielded 108 significant statements, which gave rise to three emergent themes: (1) "Seed as the Beginning of the Rose's Bloom," (2) "From Seed to the Birth of the Rose Bud," and (3) "From Bud to Blossoming Petals." These themes represent the stages of growth, resilience, and adaptation in managing dysmenorrhea under specific situational triggers. The findings highlight the importance of designing focused support programs to address the particular issues that nursing students experience when suffering situation-mitigated dysmenorrhea. This also provides critical insights that might influence the development of therapies suited to this population's unique experiences, encouraging both academic performance and general well-being.

Keywords: Situation-Mitigated Dysmenorrhea, Female Nursing Students, Lived Experiences, Menstrual Health, Interpretative Phenomenological Analysis (IPA)

I. Introduction (Heading 1)

Dysmenorrhea, commonly known as menstrual cramps, is a prevalent gynecological condition and is considered the most common symptom of all menstrual complaints regardless of age or race (Alsaleem et al., 2018). As to Hardy-Johnson et al., (2020), dysmenorrhea is characterized by recurrent pelvic pain associated with menstruation, and poses a considerable burden on the physical, emotional, and social well-being of affected individuals.

Prevalence studies indicate that dysmenorrhea affects a significant proportion of the female population, with estimates varying widely depending on factors such as age, geographical location, and socioeconomic status. According to French et al. (2018), dysmenorrhea affects up to 90% of adolescents and more than 50% of menstruating women worldwide. Local studies, according to the Philippine Health Research Registry, showed that dysmenorrhea is a common problem in the Philippines, affecting 80.8% of women. Notably, among different age groups, the highest prevalence is noted within students, with a rate of 60-93% (Eshete et al., 2018). A specific demographic which is the female nursing students has been noted to have the highest rate among students with a percentage of 66.7%-95% (Baako et al., 2023). This specifically affects the age group of 18-24, with a rate of 67% to 90% (Workaferahu Bekeleet al., 2019). Impacting the quality of life, work productivity, and healthcare utilization among students (Durand et al., 2021).

While dysmenorrhea is a well-recognized phenomenon, there is a subset of individuals who experience menstrual pain specifically in certain situations or contexts, which we term "situation mitigated dysmenorrhea." Situation mitigated dysmenorrhea refers to the exacerbation or onset of menstrual pain in response to particular triggers or environmental factors, such as stress, physical exertion, or academic demands. (Sana Irshad et al., 2022)

It is important to distinguish situation mitigated dysmenorrhea from natural dysmenorrhea, which refers to the typical menstrual pain experienced by individuals with primary dysmenorrhea in the absence of external triggers or contextual influences. While both types of dysmenorrhea share common features, such as uterine cramping and pelvic discomfort, situation mitigated dysmenorrhea is characterized by its association with specific situational or environmental factors that exacerbate or precipitate menstrual pain. According to Putri Yuliantie et al., (2021) discovered that stress affects the occurrence of dysmenorrhea in female students. Aside from stress Hashim et al. (2020) found that consuming caffeine was associated with a higher likelihood of experiencing dysmenorrhea compared to abstaining from caffeine intake.

Despite the growing recognition of dysmenorrhea as a significant health issue, there remains a notable gap in the literature regarding the lived experiences of nursing students experiencing situation mitigated dysmenorrhea. While previous studies have explored the impact of dysmenorrhea on academic performance and quality of life among college students, few have specifically focused on the unique challenges and coping strategies employed by female nursing students who face the dual demands of academic rigor and clinical training.

This research aims to address this gap by providing valuable insights of the lived experiences of female nursing students with situation mitigated dysmenorrhea. By exploring the subjective experiences, coping mechanisms, and support needs of this population, we can inform the development of targeted interventions and support services to enhance the well-being and academic success of female nursing students affected by situation mitigated dysmenorrhea.

In the pursuit of Sustainable Development Goal 5, which advocates gender equality and the empowerment of women and girls, it is imperative to address the lived experiences of female nursing students encountering situation mitigated dysmenorrhea. Research illuminates the intersectionality of gender and health, revealing how menstrual pain can significantly impact academic performance, mental well-being, and professional aspirations. By acknowledging and actively accommodating the challenges faced by female nursing students during menstruation, educational institutions can foster an environment conducive to gender equality and empowerment. Such initiatives encompass tailored support systems, flexible scheduling, and stigmatization efforts, ultimately nurturing a more inclusive and equitable learning environment. Through research-driven advocacy and actionable policies, we can amplify the voices of these students, promote their holistic well-being, and advance the broader agenda of gender equality within the healthcare sector and beyond.

II. Methodology

Using the Interpretative Phenomenological Analysis (IPA) which is a qualitative research approach that aims to uncover the significance of lived experiences through reflective inquiry. By focusing on participants' subjective perspectives and the interpretative nature of their sense-making, IPA provides a framework for understanding the personal and situational factors that influence their experiences with dysmenorrhea among nursing students in a University in Cebu. This specific academic environment provides valuable insights into how the context of nursing education impacts the lived experiences of the participants. Utilizing a purposive sampling to select participants who met specific criteria which includes female nursing students aged 18 to 24, currently enrolled in the University,who experience dysmenorrhea only under particular situations. This sampling technique ensures that the study focuses on individuals who are most relevant to the research question. In-depth interviews were the primary method, using a semi-structured guidequestionnaire to allow for open-ended and probing questions. Participants were informed about the study's scope, their rights, and the confidentiality of their responses, ensuring ethical standards and the reliability of the data collected. Participants were selected based on criteria designed to uphold the study's focus on situation-mitigated dysmenorrhea. The sample size of 15 participants were chosen to achieve data saturation and ensure comprehensive coverage of the phenomenon (Vasileiou, 2018). Excluding students with pregnancy or lactation experiences aimed to avoid confounding variables related to hormonal changes. However, this exclusion may limit the study's broader relevance by not incorporating the perspectives of those with such experiences. This potential limitation is considered when interpreting the findings. Analysis process included coding and constructing narratives to identify emerging themes, which provided a detailed understanding of participants' experiences. This method ensures that the data remain closely aligned with participants' lived experiences and contributes to the study's validity.

III. RESULTS AND DISCUSSIONS

Key themes emerged from the participants' responses are thoroughly discussed, shedding light on the experiences of nursing students dealing with situation mitigated dysmenorrhea. (1) "Seed as the Beginning of the Rose's Bloom," (2) "From Seed to the Birth of the Rose Bud," and (3) "From Bud to Blossoming Petals."

A total of 15 participants were interviewed following data saturation. Pseudonyms were used to maintain the anonymity of the participants. Below is a brief description of the participants.

Participants Name	Age	Causes or Triggers of Dysmenorrhea
Red	21 years old	experiencing situation-mitigated dysmenorrhea, as for her the pain intensifies if she keeps moving
Blue	21 years old	started experiencing dysmenorrhea when she turned 20, the time where she starts to journey her college life, a time where she is under a lot of stress
Orange	21 years old	experience with situation-mitigated dysmenorrhea comes in alternate months. As for every time it skips a month, the next time she experiences period cramps the pain gets more intense
Magenta	22 years old	emphasized that one of the reasons for her situation-mitigated dysmenorrhea is stress, especially that she is a nursing student, staying up late and with heavy workloads
Black	20 years old	expressed having situation-mitigated dysmenorrhea because of the overwhelming stress she experienced
Green	24 years old	who noticed an increased pain intensity associated with situation-mitigated dysmenorrhea whenever under stress
Gray	20 years old	has consistent period pains due to stress that never goes away regardless of the management, a situational concern for her that occurs due to high sensitivity to pain
Yellow	20 years old	happens to have situation-mitigated dysmenorrhea occasionally as her delayed period and stress is what causes her to have dysmenorrhea
Violet	23 years old	Experiencing situation-mitigated dysmenorrhea every time she is overwhelmed with stress
Maroon	20 years old	expressed feeling stressed for which she noticed led to the development of her dysmenorrhea
Purple	21 years old	expressed a noticeable development in dysmenorrhea when she eats sour foods and is under stress
White	19 years old	has irregular menstruation which led her to have a more intense type of dysmenorrhea
Pink	21 years old	stated that if she would eat consistent sour foods and always be in bed she would experience terrible dysmenorrhea to the point she was in a situation that she was almost rushed to the hospital
Lavender	21 years old	stated that her dysmenorrhea occurs every month to the point she would faint
Gold	22 years old	stated that she has been experiencing dysmenorrhea to the point that she would die from pain

Thematic Analysis

The interview transcripts garnered 108 significant statements that generated 3 emerging themes; namely, (1) Seed as the Beginning of Rose's Bloom ; (2) From Seed to the Birth of Bud of Rose ; and (3) From Bud to Blossoming Petals. The themes served as a metaphor of the growth of a rose highlighting the profound impact of stress, academic pressures, and coping mechanisms. The themes, likened to the growth of a rose from seed to blossoming petals, symbolize the journey of individuals grappling with dysmenorrhea. Stress is portrayed as the seed initiating the bloom, academic stress as the budding stage influencing symptoms, and coping mechanisms as the blossoming petals representing resilience and adaptation in managing the physical and emotional challenges of dysmenorrhea.

Theme 1: Seed as the Beginning of Rose's Bloom: Stress Influence on Situation Mitigated Dysmenorrhea Experience

Seed at the Beginning of Rose's Bloom represents the nursing students facing challenges in dealing with situation mitigated dysmenorrhea. The journey of nursing students begins with a challenge such as stress, which can be likened to the early stages of a rose bloom. Just as a seed represents the starting point of a rose's growth, this theme symbolizes the initial impact of stress on the experience of situation mitigated dysmenorrhea. Stress acts as the seed that triggers and influences the intensity of dysmenorrhea

symptoms, setting the stage for the unfolding experience. As this seed of stress takes root, it begins to influence their physical well-being, particularly manifesting as situation mitigated dysmenorrhea. The early stages of a rose's bloom, delicate and vulnerable, mirror the initial impact of stress on their menstrual health.

Subtheme 1: Stress as a Trigger for Increased Pain

In the metaphor of "Seed at the Beginning of Rose's Bloom," stress can be seen as the seed that triggers the initial growth of the rose (dysmenorrhea pain). Just as the seed sets the stage for the rose's development, stress sets off and magnifies the pain experienced by nursing students. The initial impact of stress is akin to the seed's early influence, which then unfolds into a full bloom of symptoms, affecting all aspects of the students' lives.

Black mentioned SS35

“Kuan kanang, murag less ra akoa mga daily routine or activity within that day kay lagi sakit, murag dli ka ka function well. Labi na dli ka maka hunahuna ug tarong ug naa kay assignment or naay times nga mo worsen sya during duty kay ma trigger sa stress. Mao lisud e function kung mag duty ka ba then dli sad ka ka absent kay extensionan ka, so mao na sya.” (The thing is, it's like my daily routine or activities are lessened on those days because of the pain. It's like I can't function well, especially when I need to focus on an assignment or when it worsens during duty because stress triggers it. It's hard to function during duty, and I can't be absent because I might get an extension, so that's it.) (SS35)

Maroon on the other hand expressed that..

“I guess uhm stress jud. Oh, ang mas daku jud ang influence maski grabi bitaw ang pain. Kanang stress jud sa academic ba.” (I suppose stress really plays a big role. Oh, it has a significant impact, even if the pain is severe. Like academic stress.) (SS76)

Stress not only intensifies menstrual pain but also hinders daily functioning and academic performance. These findings are consistent with existing literature that identifies stress as a key factor in the exacerbation of dysmenorrhea symptoms (Bajalan et al., 2019). The implications of these findings highlight the need for effective stress management strategies and supportive interventions tailored to the needs of nursing students. Counseling services, stress reduction programs, and academic support can play a crucial role in alleviating the pressures associated with their demanding schedules.

Subtheme 2: Stress Leading to Situation Mitigated Dysmenorrhea

The narratives illustrate that stress, stemming from various sources such as academic deadlines, workload, and the need for self-study due to inadequate instruction, substantially aggravates menstrual pain and even appears to trigger early onset of menstruation. Effective stress management strategies and supportive interventions are necessary to mitigate the adverse effects of stress on their menstrual health. This may include counseling services, stress reduction programs, and academic support to alleviate the pressures associated with their demanding schedules.

Magenta stated..

“Ang stress like kana ganing mag apas ka sa deadlines, unya naa kay mga things nga wala pa nabuhat nga need pakay nimo e do kana. Like katung time na daghan kaayu buhatonon nya timing pa end na tos ako period niya stress kayko ato nga time tungod sa mga buhatonon pag gabii ato nag sige na syag sakit imbes di na unta kay padung na human sa ako period.” (Stress, like when you're trying to meet deadlines and there are things you still need to do. For example, there was a time when I had a lot of tasks to do, and it coincided with the end of my period. I was so stressed during that time because of the workload, and it caused me a lot of pain at night, even though my period was supposed to be ending) (SS32)

Violet then narrated..

“Kuan murag generally, stress gyd. for example, murag tanan nga ma cater. May it be sa balay or sa school. Basta kanang murag hago ko, kay murag 2 days early akong kanang period. In ana.” (“It seems like generally, it's stress-related. For example, it feels like everything is overwhelming, whether it's at home or at school. Whenever I feel stressed, it's like my period comes two days earlier than expected. It's like that.”) (SS68)

Black also expressed that,,,

“Kadto, kanang tig exam nya murag anxiety nimu murag kapoy ka, gikan pa sa school nya naa pay paper works nga need paka magtoon ani, nya naay times nga dili magka discuss ang mga professor so need ka magself study. So, mas grabi ang effect sa stress sa akoa sa ingana nga situation. Maona mura mo manifest sya sa physical symptom. Mura naay conversion.” (During exams, it feels like you have anxiety and exhaustion. You come home from school with additional paperwork to study, and sometimes professors don't thoroughly discuss topics, so you need to self-study. Therefore, the stress effect on me is more severe in such situations. It's like it manifests as physical symptoms. It seems like there's a conversion.) (SS39)

Nursing students notice that upon experiencing stress, it manifests as situation mitigated dysmenorrhea. It is a significant concern among nursing students, and stress has been identified as a contributing factor to its occurrence and severity. As the combination of exam anxiety, exhaustion, and the responsibility to self-study can be overwhelming. Despite being at the end of their period, the stress from workload caused them significant pain, disrupting sleep and increasing their discomfort. A significant association between psychological distress, including anxiety, depression, mental irritability, and mood swings, with primary dysmenorrhea has been reported among adolescent female students (Pramanik & Pramanik, 2023). Therefore, affecting the mental well-being of the nursing students, which manifests as a physical symptom in the form of situation mitigated dysmenorrhea. This suggests a psychosomatic link

between stress and the manifestation of dysmenorrhea symptoms. As stressful situations, such as academic deadlines, overwhelming workload, and exam periods, can worsen the case of dysmenorrhea symptoms, leading to increased pain and discomfort. A common issue that can be exacerbated by stress, affecting the performance and well-being of nursing students (Fernandez et al., 2023).

"In the garden of life, stress may sow the seed, but it is our resilience that nurtures the delicate bloom of our well-being, even amidst the thorns of situation mitigated dysmenorrhea."

Theme 2: From Seed to the Birth of Bud of Rose: Academic Stress Impact on Situation Mitigated Dysmenorrhea

This theme progresses to illustrate the development from the seed to the birth of a bud. Similarly, academic stress represents the growth and maturation of the initial stress seed, leading to the emergence of specific impacts on dysmenorrhea. It signifies the budding stage where the influence of academic stress on dysmenorrhea symptoms becomes more apparent.

Green narrated that,
“If naa koy mga buhatonon sa school nya timing na gi dysmenorrhea ko dili nako na siya ma buhat, in the end after nako mag period inana kay mag cramming ko which can really affect my ano jud my studies kay uhmm crammer man jud ko, mo amin ko nga crammer ko, pero kanang kuan ba mas mo crammer ko kay ano man kanang supposedly dapat inana nga day naa koy buhaton pero dili nako mabuhat gani and naa poy kausa na nag skwela nya gi dysmenorrhea ko ato, wako naka paminaw and then nay exam pa after like quiz after nya medyo na ano ko like na sad ko kay 1 point nalang unta para makapasar ko so maoto sya it can really affect me jud kay sakit man akong pus on dili ko maka focus og study inana.” (If I have schoolwork to do and then I get dysmenorrhea, I can't complete them. So, after my period, I end up cramming, which really affects my studies. I admit I'm a crammer, but it's even worse when I have tasks that I should have done earlier but couldn't because of dysmenorrhea. There was one time when I had classes and got dysmenorrhea, so I couldn't concentrate. Then, there was an exam right after, and I was already stressed because I was just one point away from passing. So, the pain in my stomach really affects me, and I struggle to focus on studying.) (SS46)

Gray then expressed that,

“Maka impact sya nako because dili ko ka focus sa akong studies kay mag koan ra ko I’m supposed to be studying or taking the exams pero sakit kay sya. So, in the end kay dili ko maka answer ug tarong. Wala nalang ako nalang syang e tiis kanang I just stay in bed the whole day if walay klase and then kanang mga hot compress, it doesn’t work on me sad wala jud koy relief from the pain ako nalang huwaton nga mawa.” (It impacts me because I can't focus on my studies. I'm supposed to be studying or taking exams, but the pain distracts me. In the end, I couldn't answer properly. I just endured it. If there are no classes, I stay in bed the whole day. Even using hot compress doesn't provide relief; I just have to wait for the pain to subside on its own.) (SS51)

Purple however mentioned,

“Pag last kuan naka absent jud ko ato kay tungod dili jud ko ka agwanta sa kasakit bitaw inana, unya lisud jud kaau iadto ug skwelahan , sige rako ug higda-higda gyud, unya mao to.” (Last time, I had to be absent because I couldn't bear the pain. It's really difficult to go to school when you're in that condition. I just kept lying down most of the time.) (SS80)

Dysmenorrhea is known for its debilitating effect in students, with its characterized consistent painful period cramps. It posed a negative impact on their concentration in school, academic performance and ability to do schoolworks. Over one’s life course, the accumulated impact of such ongoing challenges can limit achievement of one’s goals, including educational or career attainment, social relationships, and starting a family (Allyn et.al, 2020). For nursing students, situation mitigated dysmenorrhea causes significant pain that made it impossible to attend school. Pain can be incredibly debilitating, affecting not just physical well-being but also mental and emotional states. When pain reaches a certain level, even simple tasks like going to school become overwhelming. The students get to feel this immense impact on their academic performance, with situation mitigated dysmenorrhea being tagged as the most leading cause of absence from school (Chen et.al, 2018).

This profound impact affects other aspects for which participants expressed a loss of concentration on their studies due to situation mitigated dysmenorrhea. When pain becomes a constant distraction, it can be extremely challenging to concentrate on studying or taking exams. The frustration of not being able to perform at one's best can add to the stress and discomfort. Similary, a study reveals that dysmenorrhea leads to concentration difficulties, anxiety, and psychological stress, which can disrupt work activities and academic responsibilities (Juwitasari et al., 2023). With it’s profound academic impact, students have been found to have encountered another set of consequences of the challenges posed by situation mitigated dysmenorrhea. According to Azagew et.al (2020) about 66.8% of the students loss concentration in class, 47.4% of no active participation, 21% of the inability to do homeworks, 15.% failing the exam and 29.9% with limited activity. The prevalence of these impacts increases with the uncertainty of situation mitigated dysmenorrhea. Generally, the idea of dysmenorrhea has no normal attributes as every experience of women with these symptoms is different. However, the dysmenorrhea that occurs in response to a specific circumstance affects several aspects in a different way. In the academe, the academic performance of the students were mostly affected accounting for 74.7% (Ayalew, 2022). The loss of concentration causes a several chain reaction to these mentioned impacts. This leading to a poor academic performance, entails the need for further research regarding the improvement of schools to cater nursing student’s needs in managing dysmenorrhea. The situation mitigateddysmenorrhea’s substantial impact on nursing students affects their ability to concentrate and perform daily tasks, which in turn affects their academic performance and attendance. The studies collectively highlight the importance of addressing dysmenorrhea not only as a health issue but also as an educational concern within nursing programs.

"Like the tender bud nurtured by the sun's rays, academic stress fosters the growth of situation mitigated dysmenorrhea, each bloom a testament to the intertwined journey of mental strain and physical discomfort."

Theme 3: From Bud to Blossoming Petals: Coping Mechanisms and Pain Management

Transitioning further, this theme mirrors the journey from the bud stage to the blossoming of petals on a rose. Just as the bud transforms into fully bloomed petals, coping mechanisms and pain management strategies evolve and flourish in response to the stress and academic pressures impacting dysmenorrhea. It signifies the growth and development of effective ways to manage and alleviate the physical and emotional burden of situation mitigated dysmenorrhea.

Orange mentioned,,

“Aside sa hot compress if dili sya available kay mangita jd kog position na mura bitaw syag ma feel nako ang sakit but akong e push nga mawala gyud sya tas kung di pa jd sya mawa kay another position na pud nga makapawa sa sakit until sa makuha gyud to nako na position na wala nay sakit tas mag stay put rako until mawala gyud sya.” (Aside from using a hot compress, if it's not available, I try to find a position where I feel the least pain. I keep changing positions until the pain subsides. If it doesn't go away, I try another position that helps alleviate the pain until I find the one where I feel no pain at all, then I stay in that position until the pain disappears.) (SS26)

Gray also said,,

“I found nga doing stretching and yoga helps so mao na akong buhaton kay naka pansin ko na ni lessen sya kay murag ma paspas man gud ang blood flow, so the more nga ma paspas, the faster ma subside ang pain.” (I found that doing stretching and yoga helps, so that's what I do because I noticed that it lessens the pain. It seems that it helps improve blood flow, so the faster the blood flows, the quicker the pain subsides.) (SS56)

Purple then expressed that…

“Kuan Miss, Kanang if ever magka dysmenorrhea ko, ako jud buhaton kay magkuan ko kanang hot compress unya usahay if sakit jud kaau siya, naa bitaw ko kanang gina squeeze stress ball inana or mag tuwad-tuwad ko, inana, unya kuan sad and if dili najud sya Makaya jud kay kuan jud midol inana.” (When I experience dysmenorrhea, what I usually do is apply a hot compress, and sometimes if the pain is really intense, I have this stress ball that I squeeze, or I do some stretching exercises. And if it still doesn't subside, I take pain relievers like Midol.) (SS78)

The coping management of nursing students, particularly in relation to situation mitigated dysmenorrhea, involves a range of strategies this includes various non-pharmacological and pharmacological approaches. For some, a typical use of hot compress is one way of providing pain relief. This non-pharmacological method such as the application of hot compresses have been shown to significantly reduce the pain scale of dysmenorrhea, offering an economical option with low side effects (Widianti et al., 2021). This method provides a simple, cost-effective approach to pain relief with minimal side effects. By applying heat to the lower abdomen, muscles can relax, easing the discomfort associated with menstrual cramps. This warm compress therapy has been identified as an effective nursing intervention to reduce the pain scale in patients with dysmenorrhea (Ginting & Widuri, 2023). Aside from hot or warm compress there are other non-pharmacological management techniques utilized by nursing students. One of which is yoga or stretching, as for participants doing this method decreases the pain intensity of dysmenorrhea. This yoga practice has been found to reduce menstrual pain intensity by stimulating the release of endorphins and improving blood flow, thus serving as an effective alternative therapy (Hareni et al., 2023). Contradictorily, while hot compresses are beneficial, active stretching exercises have been reported to be more effective at reducing pain than warm compresses in dysmenorrhea patients (Tianing et al., 2021).

Another, coping management nursing students admitted into utilizing is the use of pharmacological interventions. One specific medication mentioned is the use of Midol as a pain reliever. However, there are no studies that proves the effectiveness of such medication. A study could be conducted regarding the effect of Midol as a pain reliever in managing situation mitigated dysmenorrhea to further understand the association between the two. Through the narratives of the participants, it became apparent that they utilized a spectrum of strategies, adjusting positions, engaging in stretching and yoga, and employing hot compresses or stress balls to alleviate the pain and discomfort linked with situation mitigated dysmenorrhea. These coping mechanisms mirrored their proactive involvement in self-care practices and underscored their resolve to navigate through adversity.

“From bud to bloom, the journey with dysmenorrhea is a tapestry of resilience, where coping mechanisms and pain management strategies blossom, easing the burden of our floral path."

Creative Synthesis:

“Blossoming Roses Amidst Strainful Stress”

In the garden of life, a seed of stress is sown,
A rose of dysmenorrhea's pain begins to be known.
From the seed to the bud, academic stress takes its toll,
Impacting the bloom of petals, body and soul.

Coping mechanisms emerge, like petals unfurling wide,
Managing the pain with grace, emotions not denied.
From bud to blossoming petals, a journey unfolds,
Resilience in adversity, a story beautifully told.

Through stress and strain, and academic woes,
The rose of dysmenorrhea in full bloom grows.
A tale of strength, of growth, and of light,
In the garden of challenges, petals shine bright.

Narrative Synthesis: The first theme, "Stress Influence on Situation Mitigated Dysmenorrhea Experience," symbolizes the seed as the beginning of a rose's bloom. Just as a seed initiates growth, stress serves as the catalyst shaping the intensity and manifestation of dysmenorrhea symptoms. A prevalent factor as nursing students' experience with dysmenorrhea is linked to increasing stress (Parveen et al., 2022). The pain associated with uterine contractions can impact functional processes, and one of the contributors to dysmenorrhea is psychological, with stress being a key psychological factor that triggers a physiological stress response (Arsyad et al., 2021). This delves into the foundational impact of stress on the initial stages of the dysmenorrhea experience, setting the tone for subsequent developments.

Transitioning to the second theme, "Academic Stress Impact on Situation Mitigated Dysmenorrhea," the narrative progresses from the seed to the birth of a bud of a rose. Reflecting the growth and maturation of the initial stress seed, academic stress influencing dysmenorrhea symptoms which poses posed a negative impact on their concentration in school, academic performance and ability to do schoolworks. Leading to concentration difficulties, anxiety, and psychological stress, which can disrupt work activities and academic responsibilities (Juwitasari et al., 2023). Illustrating the evolving impact of dysmenorrhea on the educational aspect, akin to the budding stage where these effects become more pronounced.

Finally, the third theme, "Coping Mechanisms and Pain Management," mirrors the journey from bud to blossoming petals. Analogous to the transformation from bud to fully bloomed petals on a rose, coping strategies and pain management techniques evolve and flourish in response to stress and academic stressors affecting dysmenorrhea. Signifying the growth and development of effective approaches to alleviate the physical and emotional burden of dysmenorrhea, akin to the blossoming of petals symbolizing resilience and adaptation.

IV. CONCLUSIONS

The persisting theme of stress-related and discomfort echoes throughout with different coping mechanisms and strategies used to alleviate the symptoms. Nursing students describe a different range of their experiences from unpredictability of the situation mitigated dysmenorrhea's onset triggered by academic stress to its immense impact with the daily activities, particularly academic performance. Stress, both academic and physical, appears as a significant worsening factor that is leading to challenges in concentration and performance daily and during exam periods or other demanding phases. This also sorts out on the emotional impact of situation mitigated dysmenorrhea with the feelings of frustration, irritability and to the need for understanding on things such as absence from school during the severe episodes of situation mitigated dysmenorrhea. Regardless of the use of different coping mechanisms including the stress balls, hot compresses and pain relievers the nursing students express different types of relief, indicating the experiences and individualized way of managing situation mitigated dysmenorrhea based on their needs and experiences.

V. RECOMMENDATIONS

Proposed tailored support programs specifically designed for the nursing students who deal with situation mitigated dysmenorrhea, providing them the resources such as advocating, medical assistance, and academic adjustments to help them manage their condition which is situation mitigated dysmenorrhea while excelling in their academic performance. Understanding these connections is crucial for developing better strategies to manage discomfort brought by situation mitigated dysmenorrhea, considering both the hormonal factors and psychological factors such as stress. Furthermore, following the outcome of the study, the following recommendations were realized to further enhance the phenomenon of interest in this study. A study that will look into understanding the link between the two to fully understand the mechanisms behind this relationship and to develop more effective interventions that address stress management to mitigate the impact of situation mitigated dysmenorrhea. Also, a quantitative study may be conducted to validate the factors of emerging themes. A study that will classify the factors of situation mitigated dysmenorrhea, to further shed light on other factors aside from stress.

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