A STUDY TO DETERMINE THE EFFECTIVENESS OF MEDITATION ON STRESS REDUCTION AMONG B.SC. NURSING FIRST YEAR STUDENTS IN A SELECTED NURSING COLLEGE AT JAIPUR

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ABSTRACT

Stress is a common feature in all our lives. It is often seen as a negative emotion but stress plays an important role in the survival. It helps to face threats and dangerous situations. Stress is the emotional and physical strain caused by our response to pressure from the outside world. It is a specific response by the body to a stimulus that disturbs normal functioning. A Stressor is an event or any stimulus that causes an individual to experience stress. Students are subjected to different stressors such as the pressure of academics with an obligation to succeed, an uncertain future, and difficulties 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 has been a growing appreciation of stressors involved in Medical and nursing training College students, especially freshmen, are a group particularly prone to stress. The findings revealed that the age, gender, and family income in rupees (in month) have a significant association with the pre-intervention stress score of level of stress of B.Sc. nursing first-year students and other demographic variables have no significant association.

Keywords: Stress, assess, anxiety, nursing students, meditation

INTRODUCTION

Stress is a common feature in all our lives. It is often seen as a negative emotion but stress plays an important role in the survival. It helps to face threats and dangerous situations, makes the individual to get motivated, and can even make the performance better. Stress is a state of physical and psychological strain that imposes demands for adjustments upon the individual. It has been reported that student nurses are affected with stressors in academic, clinical, and financial, due to parental expectations, competition for grades, and career choices.

Stress is the emotional and physical strain caused by our response to pressure from the outside world. It is a specific response by the body to a stimulus that disturbs normal functioning. A Stressor is an event or any stimulus that causes an individual to experience stress. It's almost impossible to live without some stress and most of us wouldn't want to, because it gives life some spice and excitement. But if stress gets out of control, it may harm your health, your relationship, and your enjoyment of life. Common stress reactions include tension, irritability, inability to concentrate, and a variety of physical symptoms [2]

NEED FOR THE STUDY

Undergraduate nursing students experience significant stress and anxiety, inhibiting learning and increasing attrition. Twenty-six intervention studies were identified and evaluated, updating a previous systematic review that categorized interventions targeting stressors coping, or appraisal. The majority of interventions in this review aimed to reduce number or intensity of stressors through curriculum development or to improve students' coping skills. Two studies reported interventions using only cognitive reappraisal while three interventions combined reappraisal with other approaches. The strength of evidence was limited by the choice of study design, sample size, and lack of methodological rigor. Some statistically significant support was found for interventions focused on reducing stressors through curriculum development or improving students' coping skills. No statistically significant studies using reappraisal, either alone or in combination with other approaches, were identified, although qualitative findings suggested the potential benefits of this approach do merit further study. Progress was noted since 2008 in the increased number of studies and greater use of validated outcome measures but the review concluded further methodologically sound, adequately powered studies, especially randomized controlled trials, are needed to determine which interventions are effective to address the issue of excessive stress and anxiety among undergraduate nursing students.

STATEMENT OF PROBLEM

"A study to determine the effectiveness of meditation on stress reduction among B.sc. nursing first year students in a selected nursing college at Jaipur. "

OBJECTIVES

1. To assess the level of stress among B.Sc. nursing first-year students by using a Standardized stress scale

2. To assess the effectiveness of mindfulness meditation techniques in reducing stress among B.Sc. nursing first-year students.

3. To find the association between pre-intervention stress score and selected demographic variables.

METHODOLOGY

In the present study, a survey research approach was considered suitable. This study adopted a True experimental design – pre-test post-test control group design to find an association between research variables. In this study, the independent variable is a demonstration regarding meditation and the dependent variable is reducing the stress of B.Sc. nursing first-year students

The research was conducted in Tagore Nursing College, Jaipur, (Rajasthan). The target population for this study comprised married men residing in a specific community area of Nagaur, Rajasthan, India. The sample size for this study was 40 nursing students which was collected by Purposive sampling technique.

DESCRIPTIONS OF THE TOOL

Since number of tools was readily available the investigator constructed tool to collect the data as per the review of existed literature and discussion with experts. The investigator decided to construct to Stress assessment rating scale.

PART 1: Demographic variable has total of 6 items (Age, gender, area of residence, type of family, family income, religion).

PART 2: It consists of 30 items to assess the stress.

It is a stress assessment rating scale that is rated as never, often, sometimes, and always and carries a score of (0),(1),(2),(3). Developing the scale to calculate the score according to the response of the sample.

Table 1: Calculating the score following by using the scale:-.

Response	Marks
Never	0
Often	1
Sometimes	2
Always	3

Table 2: Range of academic stress

Score	Level of stress
0-30	Mild stress
26-50	Moderate stress
51-75	Severe stress
76-90	Profound stress

RESULT

Section 1: Distribution of subjects based on demographic variables of B.Sc. nursing first-year students.

Table 3: Frequency and percentage distribution of demographic variables of B.Sc. nursing first year students (N=40)

Sr. no.	Demographic variable		Frequency	Percentage(%)
1.	Age	18-20	35	87.5
		21-23	5	12.5
		24-27	Na	Na
2.	Gender	Male	33	82.5
		Female	7	17.5
3.	Area of residence	Rural area	34	85.0
		Urban area	6	15.0
4.	Type of family	Nuclear	20	50.0
		Joint	13	32.5
		Extended	7	17.5
5.	Family income in rupees (per month	<10000	10	25.0
		10001-20,000	20	50.0
		20,001-30,000	6	15.0
		>30,000	4	10.0

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6.	Religion	Hindu	37	92.5
		Muslim	3	7.5
		Christian	Na	Na
		Others	Na	Na

Section-2: Significance in difference between pre test and post test distribution of level of stress and area wise mean, standard deviation and 't' distribution of pre and post level of stress among B.Sc. nursing first year students.

Table 4: Pre-test, frequency, percentage, distribution, mean and standard deviation of level of stress among B.Sc. nursing first-year students.

(N=40)

Sr. no.	Level of stress	Score	Frequency	Percentage (%)	Mean	Standard deviation
1.	Mild stress	0-25	1	2.5		
2.	Moderate stress	26-50	13	32.5		
3.	Severe stress	51-75	14	35.0		
4,	Profound stress	76-90	12	30.0	57.18	18.694
	Total		40	100.0		

Table 5: Post test, Frequency, percentage, distribution, mean and standard deviation of level of stress among B.Sc. nursing first students.

(N=40)

	Level of stress	Score	Frequency	Percentage (%)	Mean	Standard deviation
1.	. Mild stress	0-25	8	20.0	16.33	7.908
2.	Moderate stress	26-50	23	57.5		
3.	. Severe stress	51-75	9	22.5		
4,	Profound stress	76-90	o.	0		
	Total		40	100.0		

Table 6: Area-wise mean, standard deviation, and mean% of knowledge score and effectiveness among B.Sc. nursing first students.

(N=40)

Level	Total	Pre-test			Post Test			Overall	
Variables	Marks	Mean	S.D.	Mean (%)	Mean	S.D.	Mean (%)	S.D.	Mean (%)
Stress	90	57.18	18.694	63.53	38.13	13.38	42.36	5.134	21.17
personal condition	27	16.33	7.908	60.48	10.78	5.82	39.32	2.008	21.16
Academic condition	33	21.00	8.096	63.36	13.58	6.598	41.15	1.498	22.21
Social condition	24	13.43	6.917	55.95	10.78	3.46	14.41	3.457	41.54
Family environmental condition	6	3.65	1.718	60.83	3	1.569	50	0.149	10.83

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Table-7: Mean, standard Deviation and 't' distribution of pre and post test level of stress among B.Sc. nursing first year students .

(N=40)

Variables	Group	Mean	S.D.	Mean (%)	t-test	Result
Stress	Pre	57.18	18.694	19.050	4.695	Sig
	Post	38.13	13.380			
General/personal condition	Pre	16.33	7.908	5.550	2.970	Sig
	Post	10.78	5.820			
Academic condition	Pre	21.00	8.096	7.425	3.895	Sig
	Post	13.58	6.598			
Social condition	Pre	13.43	6.917	2.650	1.952	NS
	Post	10.78	3.460			
Family environmental condition	Pre	3.65	1.718	.650	1.759	NS
	Post	3.00	1.569			

Section 3: Association between demographic variables with a pre-intervention stress score of level of stress among B.Sc. nursing first-year students.

Table- 8: Association of demographic variables with the pre-intervention stress score of level of stress among B.Sc. nursing first-year students. (N=40)

Demographic variables		D.O.F.	P<0.05	Result
Age (in years)	A. 18-20 B. 21-23 C. 24-27	3	.020	Sig.
Gender	A. Male B. Female	3	.069	Sig.
Area of residence	A. Rural area B. Urban area	6	.824	NS
Type of family	A. Nuclear	6	.824	NS

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	B. Joint C. Extended			
Family income in rupees(in month)	A. <10000 B. 10001-20,000 C. 20,001-30,000 D. >30,000	9	.035	Sig.
Religion	A. Hindu B. Muslim C. Christian D. Others	3	.992	NS

Note:- Sig.= Level of significant

NS-Not Significant

DISCUSSION

Among 40 samples The mean post-stress level score was 16.33 which is lower than the test stress level score 57.18. The score denoted that the demonstration was effective. The significant difference between the pre test and post test were tested by using paired 't' and level of significance was set at 0.05. Mean difference was 19.050 for pre test and post-test. The 't' value 4.695 indicate that there is significant difference between pre test and post test stress level score. Thus, it clearly says that the demonstration on mindfulness meditation technique was effective in reducing the stress of subjects.

Findings revealed that age, gender, and family income in rupees (in month) have a significant association with the pre-intervention stress score of level of stress of B.Sc. nursing first-year students and other demographic variables have no significant association.

CONCLUSION

Based on the findings of the study to evaluate the effectiveness of demonstration on mindfulness meditation technique among B.Sc. nursing first-year students in selected nursing college at jaipur. The following conclusions were drawn. It brings out the limitations of the study in the picture and the implications which are given on various aspects like:- Nursing Practice, Nursing Education, Nursing Administration and Nursing Research. It also gives an insight to carry on with further studies.

RECOMMENDATIONS

- The study can be replicated on the large sample; thereby findings can be generalized to a large population.

- A comparative study may be conducted in different setting.

- The effectiveness of mindfulness meditation technique can be tasted for other diseases.

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