# A STUDY TO ASSESS THE EFFECTIVENESS OF MINDFULNESSEXERCISESONREDUCTIONTHELEVELOFANXIETYREGARDINGUNIVERSITY SEMESTER EXAMINATION AMONG I YEAR BSCNURSING STUDENTS IN A SELECTED NURSING COLLEGE AT COIMBATORE.

1CHITRAA C, 2DR.M.ABIRAMI, 3ANNAI MEENAKSHI COLLEGE OF NURSING 3rd B.sc nursing students ( shabin,Manisha,vijibala,sneha, Aruna)

1Assistant professor , 2Vice principal, 3Students MENTAL HEALTH NURSING

1ANNAI MEENAKSHI COLLEGE OF NURSING at Coimbatore ,

2BHARATH COLLEGE OF NURSING ,

3ANNAI MEENAKSHI COLLEGE OF NURSING

**ABSTRACT**

Uneasiness clutters are generally common with around 284 million individuals encountering uneasiness at any one of time around the world (Cassie M. Hazell).Anxietyisanormallikeallotheremotionalstates,canbe experienced in varying degrees of intensity, it is beneficial for individuals to cope with the stressors. As a factanxiety is hardwired into individuals' brain to prepare them for fight-or – flight response and to face threateningsituations.Uneasiness may be a ordinary reaction of an person when he feels uncertainly or feeling ill-equipped to meet a situational danger. (Farrahdilla hamzah,2018). There has been expanded concern almost college students' mental wellbeing in later a long time, with a wide run of non-specific uneasiness rates detailed around the world in beneath graduate college understudies. (Irtiqa Ahmed at el.,2023).Anxietythroughisoneofthemostcommonlyreportedmentalhealthproblemexperiencedbyuniversityst udents.(E.Bethandaviesatel.,2023). Quantitative research approach was used for conducting of the study.

Methodology :Thepre-experimentaldesign(onegrouppre-post-testdesign) wasselectedforthestudy .The research setting is that the location where the researcher will collect the information for the study participants. This study was conducted in selected college of nursing at Coimbatore. Thetargetpopulationforthestudywas1<sup>st</sup>yearB.sc(N)students.

Thesampleforthisstudyconsistedof40students(IyearB.sc(N)students).Inthisstudytheinvestigatorhadusedsimp le randomtechniqueofthe subject.Demographicvariablesself-

administeredtoolwhichconsistof1ˢᵗyearB.sc(N)students'informationlike age,sex,medium,religion,familyeducationalbackground.Mr.RichardDriscoll'sWestsidetestanxietyscaletoass essthelevelofanxietythisscale consistsof10setsofquestion.

Result:The pretest level of anxiety 1(27.5%) had high test ,Inpost test14(35%) had high normal anxiety.the pretest level of anxiety mean was 33.4, standard deviation was 7.25. The post -test level of anxietymean was 24.15 and standard deviation was 5.337. The mean difference was 11.913 and the obtained 't' valuewas 11.6, which is significant at $p<0.05$ level. The findings implies that the level of anxiety regarding universitysemester examinationamongIyear Bsc(N) studentswasreducedaftergivingthemindfulnessexercise.

Conclusion: The mindfulness exercise is easy and consumes less time to administer, the researcher concluded that the student should adopt this intervention in their personnel life to alleviate the level of anxiety regarding university semester examination among 1ˢᵗ year Bsc (N) students.

## BACKROUNDOFTHESTUDY

Mental wellbeing is the establishment for feelings, considering, communication, learning, flexibility, trust and self- regard. Mental wellbeing is additionally key to connections, individual and passionate well-being and contributing to community or society. Mental wellbeing could be a component of in general well-being.It can influence and be influenced byphysical health. Mental health problems can profoundly affect social identity and relationships. Like other sicknesses, they challenge our assets and adapting capacities, but not at all like other sicknesses, they can specifically influence essential cognitive and enthusiastic forms in ways that weaken our social working, sense of self, and personality. (**AmericanPsychiatricAssociation,2015**).

Uneasiness could be a physiological and mental state characterized by physical, enthusiastic, cognitive and behavioral components. It implies inconvenience; in either nearness or nonappearance of physiological push, uneasiness can make a feeling of fear, stress, uneasiness, and fear – (Bouras N and Holt G, 2009). Uneasiness could be a worldwide issue influencing primarily children and young people. In America, anxiety is the most common illness and approximately 40millionadultshaveanxietydisorders(**RobinH,2009**).Anxietyisacommonmentalhealthproblemisthe generalpopulation and is associated with functional impairment and negative impacts upon quality of life. (**IritiqaAhmedatel.,2023**).

Uneasiness clutters are generally common with around 284 million individuals encountering uneasiness at any one of time around the world (Cassie M. Hazell).Anxietyisanormallikealltheremotionalstates,canbe experienced in varying degrees of intensity, it is beneficial for individuals to cope with the stressors. As a factanxiety is hardwired into individuals' brain to prepare them for fight-or – flight response and to face threateningsituations.Anxietyisanormalresponseofanindividualwhenhefeelsuncertainlyorfeelingunprepa redtomeeta situational threat. (**Farrahdilla hamzah,2018**). There has been expanded concern approximately college students' mental wellbeing in later a long time, with a wide run of non-specific uneasiness rates detailed around the world in beneath graduate college understudies(**IrtiqaAhmedat el.,2023**).Anxietythroughisoneofthemostcommonlyreportedmentalhealthproblemexperiencedbyuniversi tystudents.(**E.Bethandaviesatel.,2023**).

Students preparing to take their exam can become over anxious because of their thoughts regardingpassing or failing their exam. Indeed, this fear and anxiety among students through it prepare their minds andbodiesforautomaticaction,theyarealsoatrisk;forsomeitwillleadtoveryserious, negativeconsequences.Theexperienceoffearoranxietymayattimesunpleasantandmayleadtolossofphy sicalandpsychologicalbalance.

Itisaprovenfactthatanxietycausingautonomicchangessuchasincreaseheartrate,bloodpressureandchan gesin breathing pattern disturbs homeostasis of the body changes HPA activity with increased serum cortisol. In oneof the literature studies, it has been observed level of cortisol from relaxed state to stress state on the day of vivaexamination(**FarrahdillaHamzah,2018**)

Some ways to manage anxiety disorder include mindfulness, relaxation technique, correct breathingtechnique,dietaryadjustment,exercise,learningtobeassertive,buildingself- esteem,cognitivetherapy,exposuretherapy,meditation,musictherapyetc..,(**BetterHealth,2021**).

Mindfulness may be on a very basic level caught on as the state in which one gets to be more mindful of one's physical, mental and passionate condition within the display minute,

without getting to be, judgmental. Individual maybe able to pay attention to a variety of experience, such as bodily sensations, cognitions and feelings, and acceptthem without being influenced by them. Test anxiety is an emotional reaction when students need to cope withexamination. However, it varies among students depends on their preparedness and certainty to facing the exam.Nurses can help to reduce the student's anxiety make them aware of present through many methods includingeffectivecommunicationtherapy,activelistening,personalvisits,medication,musictherapy,mindfulnesstherapyandaromatherapy.Mindfulness hones are accepted to be able to assist individuals better control their considerations, instead of be controlled by them.So,mindfulnesstherapyisthebestpracticereducetheanxietyamongb.sc(N)1ˢᵗyearstudentsregardinguniversitysemesterexamination.

## STATEMENTOFTHEPROBLEM

Astudytoassesstheeffectivenessofmindfulnessexerciseonreductionthelevelofanxietyregardinguniversitysemester examinationamong1ˢᵗyearB.sc (N) studentsinaselectednursing college,Coimbatore.

## OBJECTIVESOFTHESTUDY

- ☐ Toassessthelevelofanxietyregardinguniversitysemesterexaminationamong1ˢᵗyearBsc(N)students.
- ☐ Todeterminetheeffectivenessofmindfulnessexerciseonthereduction levelofanxietyregardinguniversitysemesterexaminationamong1ˢᵗyearBsc(N)students.
- ☐ Tofindouttheassociationbetweenthepost-testlevelofanxietywiththeirselecteddemographicvariable.

## HYPOTHESIS

- ☐ H1:-Therewillbeasignificantdifferencebetweenthepre-testandpost-testlevelofanxietyregardinguniversitysemesterexaminationamong1ˢᵗyearBsc(N)students.
- ☐ H2: - Therewill beasignificantassociation between theposttestlevel of anxiety with theirselecteddemographic variable.

## RESEARCHMETHODOLOGY

## RESEARCHAPPROACH

Quantitative research approach was used for conducting of the study.

## RESEARCHDESIGN

Thepre-experimentaldesign(onegrouppre-test–post-testdesign) wasselectedforthestudy .

## SETTINGOFSTUDY

The research setting is that the location where the researcher will collect the information for the study participants. This study was conducted in selected college of nursing at Coimbatore.

## POPULATION

Thetargetpopulationforthestudywas1ˢᵗyearB.sc(N)students.

## SAMPLE

Sampleconsistofasubsetoftheunitthecomposesthepopulation.Thesampleforthisstudyconsistedof40students(IyearB.sc(N)students).

## SAMPLETECHNIQUE

Inthisstudytheinvestigatorhadusedsimple randomtechniqueofthe subject.

## DATA COLLECTION TOOL

**Demographicvariables**Thisisaself-administeredtoolwhichconsistof1ˢᵗyearB.sc(N)students'informationlike age,sex,medium,religion,familyeducationalbackground.

**Mr.RichardDriscoll'sWestsidetestanxiety**scaletoassessthelevelofanxietyregardinguniversitysemesterexaminationamong1ˢᵗyearB.sc(N)studentsthisscale consistsof10setsofquestion.

## DATACOLLECTION PROCEDURE

The present study was conducted in the college of nursing at Coimbatore.The data collection procedure was done for a period 2 weeks. Prior permission from college authority personwas sought and obtained. The study samples were selected by simple random technique. A total of 40 1ˢᵗ yearB.sc(N)studentswererecruitedinthestudybasedonsampleselection by inclusion criteria.Theinformedwrittenconsentwastakenbeforethestudyfromthesubjects,thenatureofthestudywasexplainedtothemandthepretestwasconducted by using Richard Driscoll's westside test anxiety scale. On the next day the mindfulness exercisemindfulness breathing 10 mints, grounding exercise 10 mints, mindfulness walking 10 mints was taught by theresearcher. The subjects practiced mindfulness exercise for 30 mints, 2 section per day. The post test wasconducted after 10 session of mindfulness exercise intervention, the level of anxiety was assessed by using thesame RichardDriscoll'swestsidetestanxietyscale.

## DATA ANALYSIS.

**Table1:-**FrequencyandPercentagedistributionofdemographicvariablesof level of anxiety

| S.NO | DEMOGRAPHICVARIABLE | FREQUENCY (F) | PERCENTAGE % |
|------|---------------------|---------------|--------------|
| 1. | AGE:-<br>a) 15-16Years<br><br>b) 17-18Years<br><br>c) 19-20Years<br><br>d) 21-22Years | 0<br><br>21<br><br>16<br><br>3 | 0<br><br>52.5<br><br>40<br><br>7.5 |
| 2. | GENDER:-<br>a) Male<br><br>b) Female | 0<br><br>40 | 0<br><br>100 |
| 3. | MEDIUM:-<br>a) Tamil<br><br>b) English<br><br>c) Others | 24<br><br>9<br><br>7 | 60<br><br>22.5<br><br>17.5 |
| 4. | RELIGION:-<br>a) Hindu<br><br>b) Christian<br><br>c) Muslim | 32<br><br>7<br><br>1 | 80<br><br>17.5<br><br>2.5 |

| 5. | PARENTAL EDUCATIONALBACKGROUND:- | | |
|----|----|----|----|
| | a) Illiterate | 7 | 17.5 |
| | b) primaryeducation | 14 | 35 |
| | c) secondaryeducation | 10 | 25 |
| | d) graduate | 9 | 22.5 |

TABLE 2: Frequency And Percentage Distribution to PRE- TEST and POST-TEST.
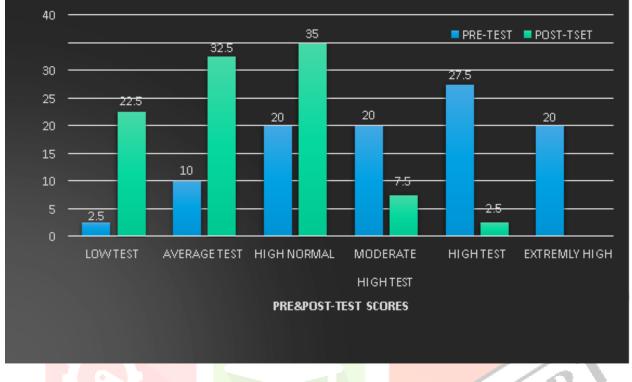


**Table3:-**Comparison of pre–testandpost-test level of anxiety regarding university semester examination among I yearBsc(N)s tudents. **N=40**

| SN.O | Variables | Mean | SD | Meandifference | 't'Value |
|------|-----------|------|------|--------------|---------|
| 1. | Pretest | 33.4 | 7.25 | 11.913 | 11.6 |
| 2. | Posttest | 24.15 | 5.337 | | |

Table3:revealthatcomparisonbetweenthemeanandstandarddeviationofpre-testandpost-testlevelofanxietyamong1st yearBsc(N)students.Inpr-testlevelofanxietymeanwas33.4 andstandard deviationwas
7.25andinpost-
testlevelofanxietymeanwas24.15andstandarddeviationwas5.337.Themeandifferencewas11.913andtheobtained't'valuewas11.6.

SECTION D Association Between The Post Test Level Of Anxiety WithTheirSelectedDemographicVariables.

**Table 4: -**Chi square test on the post-test level of anxiety regarding university examination among 1styearBsc(N)studentswiththeirdemographicvariables.

| S.NO | DEMOGRAPHIC VARIABLES | LOW TESTANXITY | AVERAGE TESTANXIETY | HIGH TESTANXIETY | CHI-SQUAREVALUE | TABLEVALUE |
|------|----------------------|----------------|---------------------|------------------|-----------------|------------|
| 1. | AGE: | | | | | |
| | a) 16-17Years | 0 | 0 | 0 | | |
| | b) 17-18Years | 3 | 7 | 8 | 3.478 | 1.6354* |
| | c) 19-20Years | 5 | 4 | 6 | | |
| | d) 21-22Years | 1 | 2 | 0 | | |
| 2. | GENDER: | | | | | |
| | a) Male | 0 | 0 | 0 | 0 | 0 |
| | b) Female | 9 | 13 | 14 | | |
| 3. | MEDIUM: | | | | | |
| | a) Tamil | 4 | 8 | 9 | | |
| | b) English | 3 | 3 | 3 | 0.946 | 0.7107* |
| | c) Others | 2 | 2 | 2 | | |
| 4. | RELIGION: | | | | | |
| | a) Hindu | 6 | 11 | 12 | | |
| | b) Christian | 0 | 1 | 0 | 4.216 | 0.7107* |
| | c) Muslim | 3 | 1 | 2 | | |
| 5. | PARENTALEDUCATIONALBACKGROUND: | | | | | |
| | a) Illiterate | 2 | 1 | 2 | | |
| | b) Primaryeducation | 2 | 4 | 6 | | |
| | c) Secondary education | 2 | 5 | 3 | | |
| | d) Graduate | 3 | 3 | 3 | 2.6931 | 1.6354 |

**NS -Non significant**[*]

Table 4 shows that calculated value is more than table value which indicates there is significantassociation betweenage,gender,mediumoflanguage,religion,parentaleducationalbackground.

It shows that there is a significant association between the post-test level of anxiety regarding universitysemester examination among I year B.sc(N) students with the selected demographic variables of age, medium,religion,parentaleducationalbackground.

# DISCUSSION

## Major Findings Of The Study

*Thefirstobjectivetoassessthepre-test                   andpost-test levelofanxietyregardinguniversitysemesterexaminationamong1[st]yearBsc(N)students.*

The pretest level of anxiety score 1(25%) had low test anxiety,4(10%) had average test anxiety, 8(20%)had high normal anxiety, 8(20%) had moderate high-test anxiety, 1(27.5%) had high test anxiety, 8(20%) hadextremely high-test anxiety. In post-test level of anxiety 9(22.5%) had low test anxiety, 13(32.5%) had averagetest anxiety,14(35%) had high normal anxiety, 3(7.5%) had moderate test anxiety, 1(2.5%) had high test anxietyandnoneofthemhadextremelyhigh-testanxiety.

*The second objective is to assess the effectiveness of mindfulness exercise on the reduction level of anxietyregardinguniversityexaminationamong1[st]yearBsc(N)students.*

The pretest level of anxiety mean was 33.4, standard deviation was 7.25. The post -test level of anxietymean was 24.15 and standard deviation was 5.337. The mean difference was 11.913 and the obtained 't' valuewas 11.6, which is significant at $p<0.05$ level. The findings implies that the level of anxiety regarding universitysemester examinationamongIyear Bsc(N) studentswasreducedaftergivingthemindfulnessexercise.

*The third objective is to find the association between post-test level of anxiety regarding university semesterexaminationamong1[st]yearBsc(N)studentswiththeirselecteddemographic variables.*

According to age group 21(52.5%) of them belong to age group between 17-18 years ,16(40%) of thembelong to the age group between 19-20 years, 3(7.5%) of them belong to the age group between 21-22 years.Regarding gender of the 1st year Bsc (N) students 40(100%) were female students. According to the medium oflanguage of 25(60%) of them belong were Tamil medium, 9(22.5%) were English medium and 7(17.5%) wereotherlanguage.Regardingthereligion32(80%)wereHindu,7(17.5%)wereChristian,1(2.5%)wereMuslim.Inthe distribution according to their parental education background 7(17.5%) had illiterate, 14(35%) had primaryeducation,10(25%)hadsecondaryeducation,9(22.5%)hadgraduate.
Itshowsthatthereisasignificantassociationbetweenthepost-testlevelofanxietyregardinguniversitysemesterexamination among 1st year Bsc (N) students with their selected demographic variables of age, medium oflanguage,religion,parentaleducationbackground.

## RECOMMENDATIONS

Thestudycanbedonebyusingvariouscomplementaryandalternativetherapiestofindouteffectivenessinreducinglevelofanxiety.
Thesamestudycanbedoneindifferent setting.

➢ Acomparativestudycanbe donebetweentheeffectivenessofvariousnonpharmacologicalmeasuresonlevelofanxietyregardinguniversitysemesterexaminationamong1[st]yearBsc (N)students.

➢ Acomparative studycanbe done betweenlevelofanxiety1[st]yearBsc (N)students.

➢ Alongitudinalstudycanbeundertakentoseethe longeffectofmindfulnessexercisesonlevelofanxietyregardinguniversitysemesterexaminationamong

1st yearBsc(N)students.

➢ Adescriptivestudycanbeconductedonknowledgeandattituderegardingmindfulnessexercises.

**CONCLUSION**

As mindfulness exercise is easy and consumes less time to administer, the researcher concluded that thestudent should adopt this intervention in their personnel life to alleviate the level of anxiety regarding universitysemesterexaminationamong1st yearBsc(N)students.

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