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A Study To Assess The Effectiveness Of Mindfulness Meditation Techniques On Stress Reduction Among First Year Nursing Students At Selected Colleges Of District Mandi, H.P.

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ABSTRACT: Aim of the study is to assess the effectiveness of mindfulness meditation techniques on stress reduction among first year nursing students at selected colleges of district Mandi, H.P.

METHODS: A Quasi-Experimental Study to Assess The Effectiveness Of Mindfulness Meditation Techniques On Stress Reduction Among First Year Nursing Students At Selected Colleges Of District Mandi, H.P. population of the study consisted of (N=60) first year nursing student at selected colleges of district Mandi, H.P. demographic data proflle sheet was used for the assessment of demographic variables. Such as Age, Religion, course of study, Residential area, Type of Family, Education Status of Father, Educational Status of Mother, Monthly Family Income, Medium of Previous Education Status, Selection Choice of Nursing Profession etc. standardized **Perceived stress scale used** by the investigator. It was a four-point scale with responses never, almost-never, sometimes, fairly often and very often. The items of the perceived stress scale are developed as per the blueprint and the areas included are psychological stress. The scale consisted of both positive and negatively scored items. The weight age given for responses were 0, 1, 2, 3 and 4 respectively for positively scored items and reverse scoring for negatively scored items. The grading was done as follows. Stress Score Percentage Category Mild 0-13Moderate 14-26 Severe 27-40. After pre-test the students were divided into 2 groups, 30 were in the control group and 30 were in the experimental group by using purposive sampling technique. Mindfulness meditation technique was introduced to samples for 30 minutes for 7 consecutive days from 31-07-2023 to 06-08-2023. On the 15th day post-test was conducted with same tool from both experimental and control group. It took 20 minutes to complete post-test. The respondents cooperated well with the investigator and were happy with the intervention given to them. The investigator faced no problems during the data collection procedure.

The findings showed that after assess the level of stress among first year nursing students, out of 60 students 30 in experimental group and 30 in control group. In pre-experimental group high perceived stress (27-40) were (36.7%) and post- experimental group were (0%) and in pre control group (30%) and post control group were (26.7%). In moderate stress level of pre- experimental group were (63.3%) and post experimental were (33.3%) and pre control group (70%) and post control group were (73.3%). In low stress level (0-13) pre-experimental group were (0%) and post experimental group were (66.7%) and pre control group were (0%) as well as post control group.

RESULTS: The findings of the study showed that after assess the level of stress among first year nursing students, out of 60 students, 30 in experimental group and 30 in control group. In pre-experimental group high perceived stress (27-40) were (36.7%) and post- experimental group were (0%) and in pre control group (30%) and post control group were (26.7%). In moderate stress level of pre-experimental group were (63.3%) and post experimental were (33.3%) and pre control group (70%) and post control group were (73.3%). In low stress level (0-13) pre-experimental group were (0%) and post experimental group were (66.7%) and pre control group were (0%) as well as post control group.

CONCLUSION: The finding of the study showed that in pre-experimental group high perceived stress (27-40) were (36.7%) and post- experimental group were (0%) and in pre control group (30%) and post control group were (26.7%). In moderate stress level of pre-experimental group were (63.3%) and post experimental were (33.3%) and pre control group (70%) and post control group were (73.3%). In low stress level (0-13) pre-experimental group were (0%) and post experimental group were (66.7%) and pre control group were (0%) as well as post control group.

INTRODUCTION

"Health is the greatest gift, contentment the greatest wealth, faithfulness the best relationship." [1].

"Buddha"

The Latin saying "mens sana in corpore sano," which translates to "a healthy mind in a healthy body," is more relevant now than ever.

Stress refers to a dynamic interaction between the individual and the environment. In this interaction, demands, limitations and opportunities related to work may be perceived as threatening to surpass the individual's resources and skills. Stress is any physical or psychological stimulus that disturbs the adaptive state and provoked a coping response The increasing interest in stress research is probably because we live in a world that includes many stressful circumstances and stress has been a global phenomenon. It has become an integral part of life and is said to be the price we all pay for the struggle to stay alive. According

to the American Academy of Family physicians, two- thirds of visits to family doctors are for stress related problems.

Nursing students are prone to stress due to the transitional nature of college life. High levels of stress are believed to affect health and academic functions. Students are subjected to different kinds of stressors such as the pressure of educational curriculum with an obligation to succeed, an uncertain future and difficulties of integrating into the system. Stressors may be found in personal relationships, health issues, financial aspects, and with personal Expectations. Most of the literature on stress consistently address the fact that life changes or transition can predispose a person to stress and both negative and positive events in our lives such as failing in an examination, having problems with roommates, illness among the family member, getting married or divorced, getting promoted or terminated, moving to a new locality or going to the university can produce stress. Basnet B, Jaiswal M, Adhikari B, Shyangwa PM. (2012) Depression among undergraduate medical students. Kathmandu Univ Med J. 2012;10(39):56–9.

Life changes, daily hassles, home life and acculturation - the process of adapting and becoming integrated with a new cultural environment, therefore have been identified as sources of stress. Another study showed that “one third” of nursing students experience severe stress that induce mental health problems such as anxiety and/or depression. A study comparing the stress levels of various professional students found that nursing students experience higher levels of stress than medical, social work and pharmacy students. However, levels of stress are higher, and there are a greater number of sources of stress among health professionals, especially nurses, with negative consequences for their health.

According to WHO Stress is a state of worry or mental tension caused by a difficult situation. Stress is a natural human response that prompts us to address challenges and threats in our lives. Everyone experiences stress to some degree. The way we respond to stress, however, makes a big difference to our overall well-being.

Stress is any type of change that causes physical, emotional, or psychological strain. Stress is your body's response to anything that requires attention or action. Everyone experiences stress to some degree. The way you respond to stress, however, makes a big difference to your overall well-being. Health is commonly defined as an organism's ability to efficiently respond to challenges (stressors) and effectively restore and sustain a "state of balance," known as homeostasis. A comprehensive approach to maintaining good health includes increasing self-responsibility for wellness, healthy lifestyle choices, health-promoting diet and a positive mental attitude. For centuries, humans have been aspiring to achieve healthy mind and body all at the same time Physical activity, another important habit for maintaining a healthy mind, stimulates the production of substances that promote psychological well-being, like endorphins, which are hormones related to feeling pleasure. To cultivate a healthy mind, the best thing you can do is exercise in the fresh

air, combining exposure to sunlight with contact with nature and other people. Exercise doesn't only change your body; it changes your mind, your attitude, and your mood.

Mindfulness involves focusing your awareness on the present moment. It means paying attention to your sensations, feelings, thoughts, and environment in the here-and-now with an attitude of acceptance. Some of the potential benefits of mindfulness include lowering stress, decreasing depression, improving memory, and strengthening your relationships, among other things.

NEED OF THE STUDY

Many students encounter numerous difficulties and stressors. However, compared to their friends and coworkers enrolled in other programs, "nursing students" are probably even "more stressed" than the average student. According to a study comparing the stress levels of different professional students, nursing students are more stressed than social work, and pharmacy students. An additional study found that "one third" of nursing students encounter stress that is severe enough to cause mental health issues like anxiety and depression. Nursing is a career that combines art and science with compassion. Stress follows nurses long before they start working in hospitals.

Nursing students go through a lot of stress while they are training. Nursing students must balance academic and clinical stress. To remain in the program, they must put in a lot of study time and keep up their grades. These stressors may result in unhealthy coping mechanisms, burnout, and psychological morbidity. Stress is a psychological element that affects nursing students' welfare and academic performance. Feelings of mistrust, rejection, rage, and depression brought on by stress can result in a number of health issues. A nursing student's performance may suffer and his grades may suffer as a result of stress. This potential academic impact could make the anxiety worse. Long-term harm to the nursing profession from student nurses' stress the ability to manage stress is a skill that is essential to the nursing profession.

In order to avoid burnout and to keep nurses in the profession, nursing students must learn stress management techniques. A deep state of relaxation and a calm mind are the results of meditation, which has been practiced for thousands of years. Meditation is regarded as a type of complementary medicine for the mind and body

Mindfulness meditation is the art and science of focusing on the present moment. It can help you stay more composed throughout the day and even improve some medical conditions. Meditation has been shown to have a positive impact on a variety of autonomic physiological processes, including lowering blood pressure, reducing overall arousal, and reducing emotional reactivity.

Burnout affects nurses for a variety of reasons, some of which are innate to the field and people-related. A complementary therapy called mindful meditation has shown promise in lowering harmful stress and the extraneous factors that contribute to burnout.

A mindfull meditation practice can give nurses the power to take back control of their professional and personal lives. Being present in the moment is being mindful. Being completely in the moment without interruption is what it means to be fully present. The ability to be fully present and aware is crucial for nurses. The practice of mindfulness meditation is increasingly being used by healthcare professionals from a variety of disciplines as a practical tool for developing a self-care routine.

The researcher is thus driven to carry out a study to determine whether mindfulness meditation helps nursing students cope with stress. Consequently, the research study's problem was formulated.

PROBLEM STATEMENT

A study to assess the effectiveness of mindfulness meditation techniques on stress reduction among first year nursing students at selected colleges of District Mandi, H.P.

OBJECTIVES

1.To assess the level of stress among first year nursing students at selected colleges of District Mandi, H.P.

2.To evaluate the effectiveness of mindfulness meditation techniques on stress among first year nursing students at selected colleges of District Mandi, H.P.

3.To find out the association between post test score of experimental and control groups with their selected socio-demographic variables.

HYPOTHESES

H_1: There will be significant effect of mindfulness meditation technique in reduction of stress.
H_{01}: There will be significant effect of mindfulness meditation technique in reduction of stress.

H_2: There will be significant association with the reducing stress level of participants with their selected demographic variables.

H_{02}: There will be no significant association with the reducing stress level of participants with their selected demographic variables.

MATERIAL AND METHOD:

RESEARCH DESIGN: Quasi-Experimental Research Design

RESEARCH SETTING: Selected Colleges of District Mandi, H.P.

SAMPLE SIZE: 60

SAMPLING TECHNIQUES: Non-Probability (Purposive) Sampling Technique.

INDEPENDENT VARIABLES - Mindfulness meditation Techniques.

DEPENDENT VARIABLES–Stress.

DESCRIPTION OF THE TOOL: The Present Study aimed" A study to assess the effectiveness of mindfulness meditation techniques on stress reduction among first year nursing students at selected colleges of District Mandi, H.P.

1. **Demographic data profile sheet:** the assessment of demographic variables. Such as Age, Religion, course of study, Residential area, Type of Family, Education Status of Father, Educational Status of Mother, Monthly Family Income, Medium of Previous Education Status, Selection Choice of Nursing Profession etc.
2. **Standardized Perceived stress scale used** by the investigator. It was a four-point scale with responses never, almost-never, sometimes, fairly often and very often. The items of the perceived stress scale are developed as per the blueprint and the areas included are psychological stress. The scale consisted of both positive and negatively scored items. The weight age given for responses were 0, 1, 2, 3 and 4 respectively for positively scored items and reverse scoring for negatively scored items. The stress of nursing students was arbitrarily graded into mild, moderate and severe depending on the total score. The grading was done as follows. Stress Score Percentage Category Mild 0-13Moderate 14-26 Severe 27-40.

SECTION 1I

This section deals with the Frequency, Mean, SD, Median, Range and Mean % of data related to assess the level of stress among first year nursing students at selected colleges of District Mandi, (H.P.)

Objective: To assess the level of stress among first year nursing students at selected colleges of District Mandi, H.P.

Frequency & Percentage distribution in Pre- Test Experimental and Control Group related to assess the level of stress among first year nursing students at selected colleges of District Mandi, H.P

N=60

LEVEL OF SCORE	PRE- TEST EXPERIMENTAL (30)f(%)	PRE-TEST CONTROL (30)f(%)
HIGH PERCEIVED STRESS. (27-40)	11(36.7%)	9(30%)
MODERATE STRESS. (14-26)	19(63.3%)	21(70%)
LOW STRESS (0-13)	0(0%)	0(0%)
Maximum=40 Minimum =0		

Table 4.2 showed that high perceived stress (27-40) in pre-experimental group 11 (36.7%) and pre control 9 (30%), moderate stress (14-26) in experimental group 19 (63.3%) and 21 (70%) in control group. See in figure 4.13.

Table No 4.3: Range Mean S.D. SE, Median, Minium, Medium, Range and Mean %. in Pre-test Experimental Group and Control Group related to assess the level of stress among first year nursing students at selected colleges of District Mandi, (H.P)

N=60

Descriptive Statistics	Mean Score	S.D.	S.E	Median Score	Maximum	Minimum	Range	Mean%
Experimental	26.67	2.65	0.485	26	32	20	12	66.7
Control	26.47	2.92	0.533	26.5	33	21	12	66.1

Maximum =40
Minimum =0

Table 4.3 showedthattheaverageperceivedstressrangeobtainedwasinthepre-experimentgroup mean score 26.67,SD2.65, SE 0.485 median26withrange12, however mean%was66.7andinthecontrolgroup,themeanwas26.47,SD2.92, SE 0.533themedianwas26.5.witharangeof12,however,themean%was66.1. See in figure 4.14.

Table 4.4: Frequency & Percentage distribution of Post-Experimental and Post-Control Group of Perceived Stress Scores

LEVEL OF SCORE	POST- TEST EXPERIMENTAL f (%)	POST-TEST CONTROL f (%)
HIGH PERCEIVED STRESS. (27-40)	-	8(26.7%)
MODERATE STRESS. (14-26)	10(33.3%)	22(73.3%)
LOW STRESS (0-13)	20(66.7%)	-

Maximum=40 Minimum =0

According to the results in the table above, high perceived stress (27-40) in post-experimental group 0 (0%) and post control 8 (26.7%), moderate stress (14-26) in experimental group 10 (33.3%) and 22 (73.3%) in control group and low stress (0-13) in experimental group 20(66.7%) and in control group 0(0%). See in figure 4.15

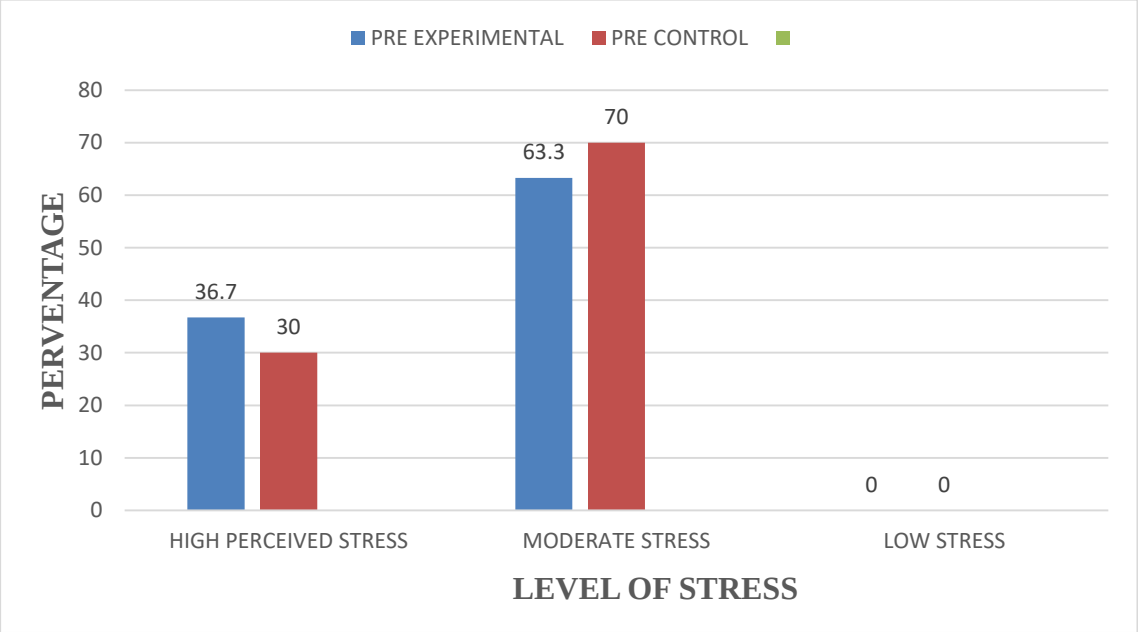

Figure No. 4.13: Bar diagram show the perceived Stress Scores in Pre-Test Experimental and Pre-Test Control group.

SECTION III

Comparison and effectiveness of mindfulness meditation techniques on stress reductionamong first year nursing students at selected colleges of District Mandi, H.P.

This section deals with the Frequency, Mean, SD, SE, Mean difference, z value, df, χ2and p- value of data related to evaluate the effectiveness of mindfulness meditation techniques on stress reduction among first year nursing students at selected colleges of District Mandi, H.P.

Objective 2: To evaluate the effectiveness of mindfulness meditation techniques on stress reduction among first year nursing students at selected colleges of District Mandi, H.P.

In post-test experimental group p-value was 0.001 which is more than the tabulated value, which depicted that statistically association was present at 0.05 level of significance.

Thus, it was established that mean post-test stress score was greater than mean pre-test stress score, which shows the effectiveness of mindfulness meditation techniques. Hence H_{01} null hypothesis was rejected whereas research hypothesis H_1 was accepted.

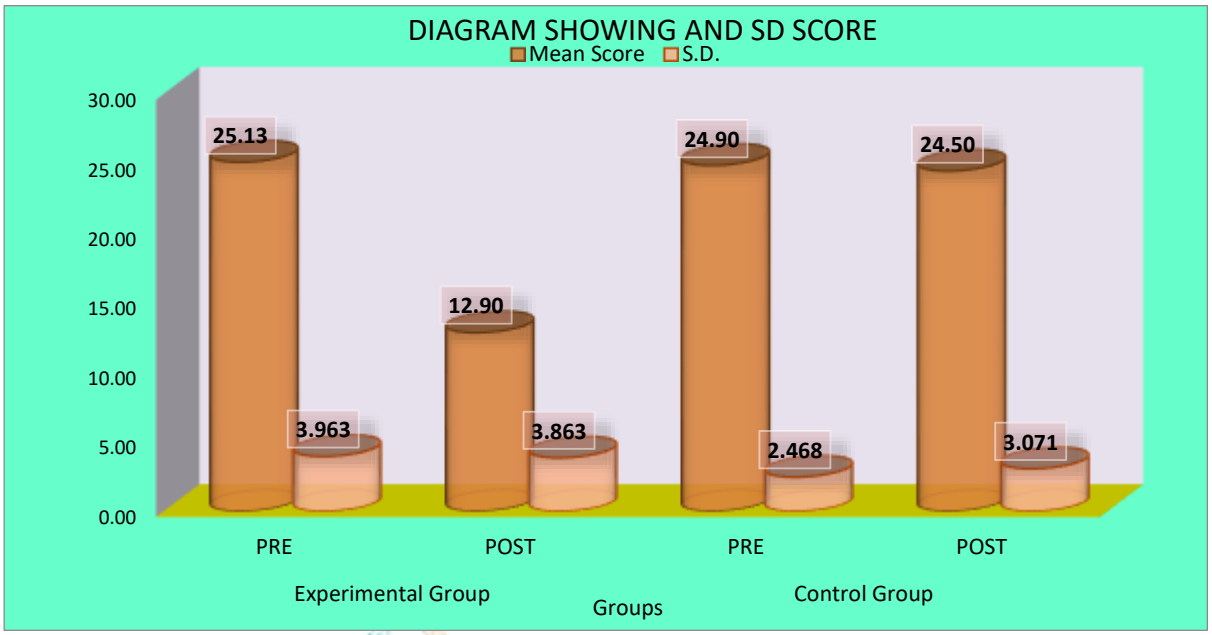

Figure no. 4.18: Bar diagram representing comparison Within Grouplevel of Perceived Stress representing effectiveness

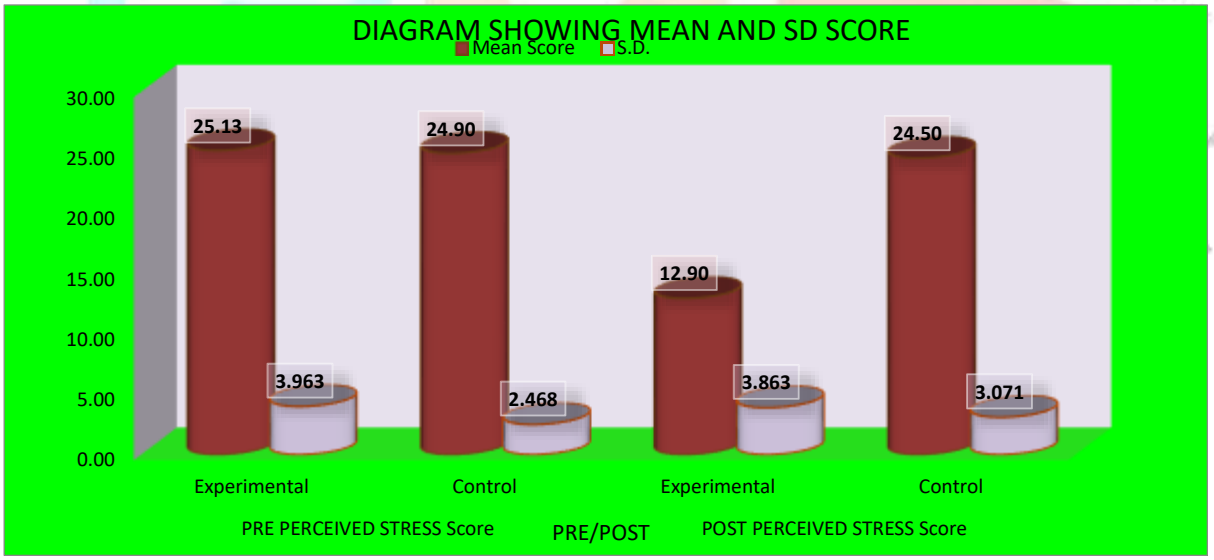

Figure no. 4.19: Bar diagram representing comparison Between the Groupslevel of Perceived Stress representing effectiveness.

Association of post- test knowledge score of post-test control group with selected socio-demographic variables

This section deals with the findings related to the association between score and selected demographic variables. The chi-square test was used to determine the association between the score levels and selected demographic variables

SR. NO	Socio demographic variables	HIGH PERCEIVED STRESS.	MODERATE STRESS.	LOW STRESS	df	χ^2	t Value	P Value
1	**AGE IN YEARS**							
1.1	18-22 Years	8	19	-				
1.2	23-27 Years	-	2	-				
1.3	28-32 Years	-	1	-	2	1.212	5.991	0.545^{NS}
1.4	33-37 Years	-	-	-				
2	**Religions**							
2.1	Hindu	8	22	-				
2.2	Muslim	-	-	-				
2.3	Sikh	-	-	-				N.A
2.4	Christian	-	-	-				
2.5	Others	-	-	-				
3	**Course of Study**							
3.1	GNM	1	9	-				
3.2	B.Sc. Nursing	5	5	-	2	4.432	5.991	0.109^{NS}
3.3	Post basic B.Sc. Nursing	2	8	-				
4	**Residential area**							
4.1	Hosteller	-	-	-	2	0.597	5.991	0.742^{NS}

4.2	Day scholar	4	8	-				
4.3	Paying guest	3	9	-				
4.4	Staying with parents	1	5	-				
5	**Type of Family**							
5.1	Nuclear family	6	11	-				
	Joint family	2	11	-				
5.2	Extended family	-	-	-	1	1.493	3.841	0.222^{NS}
6	**Education Status of Father**							
6.1	No formal education	-	2	-				
6.2	Middle	2	2	-				
6.3	Matric	2	12	-				
6.4	Senior secondary	2	4	-	4	4.188	9.488	0.381^{NS}
6.4	Graduate/Post- graduate	2	2	-				
7	**Educational Status of Mother**							
7.1	No formal education	-	2	-				
7.2	Middle	2	7	-				
7.3	Matric	3	9	-				
7.4	Senior secondary	2	2	-	4	2.017	9.488	0.733^{NS}
7.5	Graduate/Post- graduate	1	2	-				
8	**Monthly Family Income**							
8.1	10,000	2	10	-				
8.2	11,000-20,000	2	3	-				
8.3	21,000-30,000	-	4	-	3	3.977	7.815	0.264^{NS}
8.4	Above 31,000	4	5	-				
9	**Medium of Previous Education Status**							

9.1	Hindi	1	11	-	1	3.438	3.841	0.064^{NS}
9.2	English	7	11	-				
10	**Selection Choice of Nursing Profession**							
10.1	Forced by parents	2	9	-				
10.2	Students own choice	6	13	-	1	0.639	3.841	0.424^{NS}
10.3	Any other	-	-	-				
11	**Have you ever use any Stress Relieving Techniques**							
11.1	No	7	19	-	1	0.007	3.841	0.935^{NS}
11.2	Yes	1	3	-				
12	**If Yes Than Specify**							
12.1	Music	1	1	-	1	1.333	3.841	0.248^{NS}
12.2	Painting	-	2	-				
12.3	Cooking	-	-	-				

=Non-significant * =Significant

Table 4.10 shows that the association or pre-control test perceived stress score and social demographic variables among nursing students. This section deals with the finding related to the association between perceived stress score and selected demographic variables. The chi test was used to determine the association between the perceived stress level and selected socio demographic variables age, Religion, Type of family, course of study, Residence, type of family, education status of father, education status of mother, monthly family income, medium of previous education, use any stress techniques. There is no significance association between the level of scores and demographic variables The calculated chi-square values were less than the table value at the 0.05 level of significance There is no significance association between the level of scores and demographic variables The calculated chi-square values were less than the table value at the 0.05 level of significance.

(Post Test Experimental)

Table No 4.11: Association of post- test knowledge score of post-test experimental group with selected socio-demographic variables

N=30

Sr. No.	Socio- demographic variables	HIGH PERCEIVED STRESS.	MODERATE STRESS.	LOW STRESS	df	$\chi 2$	t Value	p Value
1	**Age in Years**							
1.1	18-22 Years	-	10	18				
1.2	23-27 Years	-	-	1				
1.3	28-32 Years	-	-	1	2	1.071	5.991	0.585^{NS}
1.4	33-37 Years	-	-	-				
2	**Religions**							
2.1	Hindu	-	10	20				
2.2	Muslim	-	0	0				
2.3	Sikh	0	0	0				N.A
2.4	Christian	0	0	0				
2.5	Others	0	0	0				
3	**Course of Study**							
3.1	GNM	0	3	7				
3.2	B.Sc. Nursing	0	3	7				
3.3	Post basic B.Sc. Nursing	0	4	6	2	0.300	5.991	0.861^{NS}

4	**Residential area**							
4.1	Hosteller	0	10	20				
4.2	Day scholar	0	0	0				
4.3	Paying guest	0	0	0				N.A
4.4	Staying with parents	0	0	0				
5	**Type of Family**							
5.1	Nuclear family	0	7	13				
5.2	Joint family	0	3	7	1	0.075	3.841	0.784^{NS}
5.3	Extended family	-	-	-				
6	**Education Status of Father**							
6.1	No formal education	-	-	-				
6.2	Middle	-	2	4				
6.3	Matric	-	3	4				
6.4	Senior secondary	-	2	6	3	0.536	7.815	0.911^{NS}
6.4	Graduate/Post-graduate	-	3	6				
7	**Educational Status of Mother**							
7.1	No formal education	-	-	-				
7.2	Middle	-	5	8	3	0.854	7.815	0.837^{NS}
7.3	Matric	-	1	1				

7.4	Senior secondary	-	3	7				
7.5	Graduate/Post-graduate	-	1	4				
8	**Monthly Family Income**							
8.1	10,000	-	2	5				
8.2	11,000 20,000	-	4	3				
8.3	21,000-30,000	-	2	4	3	2.657	7.815	0.448^{NS}
8.4	Above 31,000	-	2	8				
9	**Medium of Previous Education Status**							
9.1	Hindi	-	2	4	1	0.000	3.841	1.000^{NS}
9.2	English	-	8	16				
10	**Selection Choice of Nursing Profession**							
10.1	Forced by parents	-	5	9				
10.2	Students own choice	-	5	11	1	0.067	3.841	0.796^{NS}
10.3	Any other	-	-	-				
11	**Have you ever used any Stress Relieving Techniques**							
11.1	No	-	10	13	1	4.565	3.841	0.033*

11.2	Yes	-	-	7	
12	**If Yes Than Specify**				
12.1	Music	-	-	3	
12.2	Painting	-	-	2	N.A
12.3	Cooking	-	-	2	

^{NS} =Non-significant* =Significant

Table 4.11 shows that the association between the level of score and socio demographic variable. There is no significance association between the level of scores and other demographic variables (Age in Years, Course of Study, Type of Family, Education Status of Father, Educational Status of Mother, Monthly Family Income, Medium of Previous Education Status, Selection Choice of Nursing Profession,) The calculated chi-square values were less than the table value at the 0.05 level of significance.

Based on the objective used to Chi-square test used to associate the level of Perceived Stress and selected demographic variables. The Chi-square value shows that there is significance association between the score level and demographic variables (Have you ever use any Stress Relieving Techniques). The calculated chi-square values were less than the table value at the 0.05 level of significance.

In post-test experimental group p-value was 0.033 which is more than the tabulated value, which depicted that statistically association was present at 0.05 level of significance.

SECTION=IV

This section deals with the findings related to the association between score and selected demographic variables Frequency, df, $\chi 2$, t value and p- value of data related to find out the association between post test score of experimental and control groups with their selected socio-demographical variables.

Objective 3: To find out the association between post test score of experimental and control groups with their selected socio-demographical variables.

: Pre- test post-test experimental group and pre-test post-test control group effectiveness of mindfulness meditation techniques includes N, Mean, SD, df ,t-value and p-value.

PERCEIVED STRESSSCORE **N=60**

Group	N	Pretest		Post-test		df	t value	p value
		Mean	SD	Mean	SD			
Experimental Group	30	25.13	3.963	12.90	3.863	29	14.226	0.001 *
Control Group	30	24.900	2.468	24.50	3.071	29	0.886	0.383 NS

Maximum = 40Minimum = 0

Table 4.5 showthattheperceivedstressscoreobtainedwasinthepre-experimentgroup N 30, mean 25.13,SD3.963, df 29 and t-value 14.226 and p value <0.001 and in post-experimental group N 30, mean 12.90, SD 3.86, t value 14.226 and P-value<0. 001.In pre-control group N 30, mean 24.900, SD 2.468, df value 29, and t-value 0.886. In post-control group N 30, mean 24.50, SD 3.071, t value 0.886 and P-value 0.383.

DISCUSSION The findings showed that after assess the level of stress among first year nursing students, out of 60 students 30 in experimental group and 30 in control group. In experimental group (36.7%) and (30%) in control group were high perceived stress score (27-40) among nursing students. In moderate stress level (14-26) pre-test experimental group were (63.3%) and (70%) in control group and (0%) in low stress level (0-13) among nursing students.

The findings showed that after assess the level of stress among first year nursing students, out of 60 students 30 in experimental group and 30 in control group. In pre-experimental group high perceived stress (27-40) were (36.7%) and post- experimental group were (0%) and in pre control group (30%) and post control group were (26.7%). In moderate stress level of pre- experimental group were (63.3%) and post experimental were (33.3%) and pre control group (70%) and post control group were (73.3%). In low stress level (0-13) pre-experimental group were (0%) and post experimental group were (66.7%) and pre control group were (0%) as well as post control group. . Based on the objective, the chi-square test was used to determine the association between the score levels and selected socio demographic variables. Based on the objective used to Chi-square test used to associate the level of Perceived Stress and selected demographic variables. The Chi-square value shows that there is significance association between the score level and demographic

variables (Have you ever use any Stress Relieving Techniques). The calculated chi-square values were less than the table value at the 0.05 level of significance.

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