A STUDY TO ASSESS THE EFFECTIVENESS OF MINDFULNESSEXERCISESONREDUCTIONONTHELEVELOFANXIETYREGARDING UNIVERSITY SEMESTER EXAMINATION AMONG I YEAR BSC NURSING STUDENTS IN A SELECTED NURSING COLLEGE AT COIMBATORE.

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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,canbeexperienced 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). Anxietythroughthisoneofthemostcommonlyreportedmentalhealthproblemexperiencedbyuniversityst udents.(E.Bethandaviesatel.,2023). Quantitative research approach was used for conducting of the study.

Methodology: Thepre-experimental design (one group pre-post-test design) was selected for the study. 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. The target population for the study was 1st year B.sc(N) students. The sample for this study consisted of 40 students (1st year B.sc(N) students). In this study the investigator had used simple random technique of the subject. Demographic variables are self-

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administered tool which consists of 14 year B.sc (N) student's information like age, sex, medium, religion, family educational background. Mr. Richard Driscoll’s Westside test anxiety scale to assess the level of anxiety which consists of 10 sets of question.

Result: The pretest level of anxiety (127.5%) had high test, in post test 14 (35%) had high normal anxiety. The pretest level of anxiety mean was 33.4, standard deviation was 7.25. The post -test level of anxiety mean was 24.15 and standard deviation was 5.33. The mean difference was 11.91 and the obtained ‘t’ value was 11.6, which is significant at p<0.05 level. The findings imply that the level of anxiety regarding university semester examination among 1st year B.sc (N) students was reduced after giving them mindfulness exercise.

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 B.sc (N) students.

BACKGROUNDOF THE STUDY

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 by physical 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. (American Psychiatric Association, 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 40 million adult have anxiety disorders (Robin H, 2009). Anxiety is a common mental health problem in the general population and is associated with functional impairment and negative impacts upon quality of life. (Irtiqa Ahmed et al., 2023).

Uneasiness clutters are generally common with around 284 million individuals encountering uneasiness at any one of time around the world (Cassie M. Hazell). Anxiety is normal like all other emotional states, can be experienced in varying degrees of intensity, it is beneficial for individuals to cope with the stressors. As a fact anxiety is hardwired into individuals’ brain to prepare them for fight-or–flight response and to face threatening situations. Anxiety is normal response of an individual when he feels uncertain or feeling unprepared redome a 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 (Irtiqa Ahmed et al., 2023). Anxiety through his one of the most commonly reported mental health problems experienced by university students. (E. Bethanddoviasatas, 2023).

Students preparing to take their exam can become over anxious because of their thoughts regarding passing or failing their exam. Indeed, this fear and anxiety among students through it prepare their minds and bodies for automatic action, they are also at risk; for some it will lead to very serious, negative consequences. The experience of fear or anxiety may at times be unpleasant and may lead to loss of physical and psychological balance. Its a proven fact that anxiety causing autonomic changes such as increase heart rate, blood pressure, and change in breathing pattern disturbs homeostasis of the body changes HPA activity with increased serum cortisol. In one of the literature studies, it has been observed level of cortisol from relaxed state to stress state on the day of viva examination (Farrahdilla Hamzah, 2018).

Some ways to manage anxiety disorder include mindfulness, relaxation technique, correct breathing technique, dietary adjustment, exercise, learning to be assertive, building self-esteem, cognitive therapy, exposure therapy, meditation, music therapy etc. (Better Health, 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 accept them without being influenced by them. Test anxiety is an emotional reaction when students need to cope with examination. 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 including effective communication therapy, active listening, personal visits, medication, music therapy, mindfulness therapy, and aromatherapy. Mindfulness hones are accepted to be able to assist individuals better control their considerations, instead of be controlled by them. So, mindfulness therapy is the best practice to reduce the anxiety among 1st year students regarding university semester examination.

STATEMENT OF THE PROBLEM
A study to assess the effectiveness of mindfulness exercise on reduction the level of anxiety regarding university semester examination among 1st year B.sc (N) students in selected nursing college, Coimbatore.

OBJECTIVES OF THE STUDY
- To assess the level of anxiety regarding university semester examination among 1st year B.sc (N) students.
- To determine the effectiveness of mindfulness exercise on the reduction level of anxiety regarding university semester examination among 1st year B.sc (N) students.
- To find out the association between the post-test level of anxiety with their selected demographic variable.

HYPOTHESIS
- H1: There will be a significant difference between the pre-test and post-test level of anxiety regarding university semester examination among 1st year B.sc (N) students.
- H2: There will be a significant association between the post-test level of anxiety with their selected demographic variable.

RESEARCH METHODOLOGY

RESEARCH APPROACH
Quantitative research approach was used for conducting the study.

RESEARCH DESIGN
The pre-experimental design (one group pre-test–post-test design) was selected for the study.

SETTING OF STUDY
The research setting is 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
The target population for the study was 1st year B.sc (N) students.

SAMPLE
Sample consists of a subset of the unit that compose the population. The sample for this study consisted of 40 students (1st year B.sc (N) students).

SAMPLE TECHNIQUE
In this study, the investigator used simple random technique of the subject.
DATA COLLECTION TOOL

**Demographic variables** This is a self-administered tool which consists of 1st year B.sc(N) students’ information like age, sex, medium, religion, family educational background.

**Mr. Richard Driscoll’s Westside test anxiety** scale to assess the level of anxiety regarding university semester examination among 1st year B.sc(N) students. This scale consists of 10 sets of questions.

DATA COLLECTION PROCEDURE

The present study was conducted in the college of nursing at Coimbatore. The data collection procedure was done for a period of 2 weeks. Prior permission from college authority personnel was sought and obtained. The study samples were selected by simple random technique. A total of 40 1st year B.sc(N) students were recruited in the study based on sample selection by inclusion criteria. The informed written consent was taken before the study from the subjects, then the nature of the study was explained to the participants. The pre-test was conducted by using Richard Driscoll’s westside test anxiety scale. On the next day, the mindfulness exercise was taught to the participants. The mindfulness exercises were breathing for 10 minutes, grounding exercise for 10 minutes, mindfulness walking for 10 minutes, taught by the researcher. The subjects practiced mindfulness exercises for 30 minutes, 2 sections per day. The post-test was conducted after 10 sessions of mindfulness exercise intervention, the level of anxiety was assessed by using the same Richard Driscoll’s westside test anxiety scale.

DATA ANALYSIS.

Table 1: Frequency and percentage distribution of demographic variables of level of anxiety

<table>
<thead>
<tr>
<th>S.NO</th>
<th>DEMOGRAPHIC VARIABLE</th>
<th>FREQUENCY (F)</th>
<th>PERCENTAGE %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>AGE:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a) 15-16Years</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>b) 17-18Years</td>
<td>21</td>
<td>52.5</td>
</tr>
<tr>
<td></td>
<td>c) 19-20Years</td>
<td>16</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>d) 21-22Years</td>
<td>3</td>
<td>7.5</td>
</tr>
<tr>
<td>2.</td>
<td>GENDER:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a) Male</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>b) Female</td>
<td>40</td>
<td>100</td>
</tr>
<tr>
<td>3.</td>
<td>MEDIUM:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a) Tamil</td>
<td>24</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td>b) English</td>
<td>9</td>
<td>22.5</td>
</tr>
<tr>
<td></td>
<td>c) Others</td>
<td>7</td>
<td>17.5</td>
</tr>
<tr>
<td>4.</td>
<td>RELIGION:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a) Hindu</td>
<td>32</td>
<td>80</td>
</tr>
<tr>
<td></td>
<td>b) Christian</td>
<td>7</td>
<td>17.5</td>
</tr>
<tr>
<td></td>
<td>c) Muslim</td>
<td>1</td>
<td>2.5</td>
</tr>
</tbody>
</table>
5. PARENTAL EDUCATIONAL BACKGROUND:
   a) Illiterate 7 17.5
   b) Primary education 14 35
   c) Secondary education 10 25
   d) Graduate 9 22.5

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

<table>
<thead>
<tr>
<th>Variables</th>
<th>Mean</th>
<th>SD</th>
<th>Mean Difference</th>
<th>'t' Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Pretest</td>
<td>33.4</td>
<td>7.25</td>
<td>11.913</td>
<td>11.6</td>
</tr>
<tr>
<td>2. Posttest</td>
<td>24.15</td>
<td>5.337</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 3: Comparison of pre-test and post-test level of anxiety regarding university semester examination among 1st year Bsc(N) students. N=40

Table 3: reveals that the comparison between the mean and standard deviation of pre-test and post-test level of anxiety among 1st year Bsc(N) students. In pre-test, the level of anxiety was 33.4 with a standard deviation of 7.25 and in post-test, the level of anxiety was 24.15 with a standard deviation of 5.337. The mean difference was 11.913 and the obtained 't' value was 11.6.
SECTION D  Association Between The Post Test Level Of Anxiety With Their Selected Demographic Variables.

Table 4: Chi square test on the post-test level of anxiety regarding university examination among 1st year Bsc(N) students with their demographic variables.

<table>
<thead>
<tr>
<th>S.NO</th>
<th>DEMOGRAPHIC VARIABLES</th>
<th>LOW TEST ANXIETY</th>
<th>AVERAGE TEST ANXIETY</th>
<th>HIGH TEST ANXIETY</th>
<th>CHI-SQUARE VALUE</th>
<th>TABLE VALUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>AGE:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a) 16-17 Years</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>b) 17-18 Years</td>
<td>3</td>
<td>7</td>
<td>8</td>
<td>3.478</td>
<td>1.6354*</td>
</tr>
<tr>
<td></td>
<td>c) 19-20 Years</td>
<td>5</td>
<td>4</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>d) 21-22 Years</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>GENDER:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a) Male</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>b) Female</td>
<td>9</td>
<td>13</td>
<td>14</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>MEDIUM:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a) Tamil</td>
<td>4</td>
<td>8</td>
<td>9</td>
<td>0.946</td>
<td>0.7107*</td>
</tr>
<tr>
<td></td>
<td>b) English</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>c) Others</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>RELIGION:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a) Hindu</td>
<td>6</td>
<td>11</td>
<td>12</td>
<td>4.216</td>
<td>0.7107*</td>
</tr>
<tr>
<td></td>
<td>b) Christian</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>c) Muslim</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>PARENTEDUCATIONAL BACKGROUND:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a) Illiterate</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>b) Primary education</td>
<td>2</td>
<td>4</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>c) Secondary education</td>
<td>2</td>
<td>5</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>d) Graduate</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>2.6931</td>
<td>1.6354</td>
</tr>
</tbody>
</table>
NS -Non significant*

Table 4 shows that calculated value is more than table value which indicates there is significant association between age, gender, medium of language, religion, parental educational background.

It shows that there is a significant association between the post-test level of anxiety regarding university semester examination among 1st year B.sc(N) students with the selected demographic variables of age, medium, religion, parental educational background.

DISCUSSION

Major Findings Of The Study

The first objective to assess the pre-test and post-test level of anxiety regarding university semester examination among 1st year B.sc(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%) had extremely high test anxiety. In post-test level of anxiety 9(22.5%) had low test anxiety, 13(32.5%) had average test anxiety, 14(35%) had high normal anxiety, 3(7.5%) had moderate test anxiety, 1(2.5%) had high test anxiety and none of them had extremely high test anxiety.

The second objective is to assess the effectiveness of mindfulness exercise on the reduction level of anxiety regarding university examination among 1st year B.sc(N) students.

The pretest level of anxiety mean was 33.4, standard deviation was 7.25. The post-test level of anxiety mean was 24.15 and standard deviation was 5.337. The mean difference was 11.913 and the obtained ‘t’ value was 11.6, which is significant at p<0.05 level. The findings implies that the level of anxiety regarding university semester examination among 1st year B.sc(N) students was reduced after giving them mindfulness exercise.

The third objective is to find the association between post-test level of anxiety regarding university semester examination among 1st year B.sc(N) students with their selected demographic variables.

According to age group 21(52.5%) of them belong to age group between 17-18 years, 16(40%) of them belong to 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 B.sc (N) students 40(100%) were female students. According to the medium of language of 25(60%) of them belong were Tamil medium, 9(22.5%) were English medium and 7(17.5%) were other language. Regarding the religion 32(80%) were Hindu, 7(17.5%) were Christian, 1(2.5%) were Muslim. In the distribution according to their parental education background 7(17.5%) had illiterate, 14(35%) had primary education, 10(25%) had secondary education, 9(22.5%) had graduate.

It shows that there is significant association between the post-test level of anxiety regarding university semester examination among 1st year B.sc (N) students with their selected demographic variables of age, medium of language, religion, parental education background.

RECOMMENDATIONS

The study can be done by using various complementary and alternative therapies to find the effectiveness in reducing level of anxiety.

The same study can be done in different settings.

- A comparative study can be done between the effectiveness of various nonpharmacological measures on level of anxiety regarding university semester examination among 1st year B.sc (N) students.
- A comparative study can be done between the level of anxiety 1st year B.sc (N) students.
- A longitudinal study can be undertaken to see the long effect of mindfulness exercises on level of anxiety regarding university semester examination among...
1st year BSc(N) students.

- A descriptive study can be conducted on knowledge and attitude regarding mindfulness exercises.

**CONCLUSION**

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

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- [https://journals.sagepub.com/doi/10.1177/21582440231166601](https://journals.sagepub.com/doi/10.1177/21582440231166601)