



“A QUASI-EXPERIMENTAL STUDY TO ASSESS EFFECTIVENESS OF VIDEO ASSISTED TEACHING PROGRAMME ON DIAPHRAGMATIC BREATHING EXERCISE ON PRE-EXAMINATION STRESS AMONG 1ST SEMESTER B. SC NURSING STUDENTS IN SELECTED COLLEGES OF THE CITY.”

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ABSTRACT

Background of the study: Therefore, the researchers want to know the student's perception of academic stress and how they cope with it on daily basis, as they are struggling to reduce the negative effects on their health, and their academic performance. In our opinion, it is very important for nursing students to learn how to manage academic stress, if it cannot be eliminated. Farias Mota, conducted a transversal and quantitative study on stress among nursing students with the aim of the study was to estimate the level of stress and symptomatology reported in nursing students. Sample size involving 151 nursing students selected from a draw based on the list of students enrolled. Result of the study was 49.7% of students showed symptoms of the stress, and most students were attending the 8th and 9th periods. Psychological symptoms were more present (50.7%). The conclusion of the study was the implementation of lightweight care technology tools, at low cost and high resolute power, such as providing information on stress, prevention and control, relaxation sessions, integrated community

therapy, spaces for physical activity guided by trained professionals. There is strong evidence of an inverse relationship between stress and lack of professional knowledge among nursing students.

Objectives of the study: To assess the pretest and posttest knowledge score regarding diaphragmatic breathing exercise on pre-examination stress among first semester BSc nursing students in selected colleges of the city in experimental and control group, to assess the effectiveness of Video Assisted Teaching Programme on knowledge score regarding diaphragmatic breathing exercise on pre-examination stress among first semester BSc nursing students in selected colleges of the city in experimental and control group, to compare mean difference in knowledge score regarding diaphragmatic breathing exercise on pre-examination stress among first semester BSc nursing students in selected colleges of the city in experimental and control group, To associate the posttest knowledge score knowledge score regarding diaphragmatic breathing exercise on pre-examination stress among first semester BSc nursing students in selected colleges of the city in experimental group with their demographic variables.

Methods: Quasi-experimental, non randomized control group design was used to assess “A quasi-experimental study to assess effectiveness of video assisted teaching programme on diaphragmatic breathing exercise on pre-examination stress among 1st semester b. Sc nursing students in selected colleges of the city.” Is the main goal of current study. Sample size was 280 1st semester Bsc nursing students in selected colleges by using Non-probability Purposive sampling technique. The study was conducted at selected colleges

Result: The 98.57% of first semester BSc nursing students in Experimental Group and 96.43% in control group had severe stress. before providing the video assisted teaching programme and after providing structured teaching programme, 15.71% of first semester BSc nursing students in experimental group and 46.43% in control group had moderate stress and 84.29% of first semester BSc nursing students in Experimental Group and 47.14% in control group had severe stress. Mean, standard deviation and mean difference values are compared and student's paired 't' test is applied at 5% level of significance. The tabulated value for $n=140-1$ i.e. 139 degrees of freedom was 1.98. The calculated 't' value i.e. 13.46 are much higher than the tabulated value at 5% level of significance for overall knowledge score of first semester BSc nursing students which is statistically acceptable level of significance. Hence it is statistically interpreted that Video Assisted Teaching Programme on knowledge regarding diaphragmatic breathing exercise on pre-examination stress among first semester BSc nursing students in selected nursing colleges of the city was effective. Thus the H_1 is accepted.

Conclusion: The study conclusively demonstrated that the video assisted teaching programme significantly improved the knowledge regarding diaphragmatic breathing exercise on pre-examination stress among 1st semester Bsc nursing students. Initially, all participants exhibited inadequate knowledge levels. following the intervention, a notable improvement was observed, the 0% in experimental group and 6.43% in control group of pre-examination stress among 1st semester Bsc nursing students. had mild level of stress score and 15.71% in experimental and 46.43% in control group of them had moderate level of stress score. 84.29% in experimental group and 47.14% in control group of pre-examination stress among 1st semester Bsc nursing students in selected colleges of the city. had Severe level of stress score. Which, signifies the positive difference between the pretest and post-test

KEYWORD: video assisted teaching, Diaphragmatic breathing exercise, Pre-examination stress, 1st semester BSc nursing students.

Introduction

“Failure is not the opposite of success is the part of success”

Stress and nursing school seem to be synonymous. The stressors nursing students experience both in their personal lives and in their role as students are many and varied. This study used two surveys, one to measure student stress from life experiences and one to measure vulnerability to stress, and then introduced diaphragmatic breathing as a simple stress reduction technique. There are many stressful events in life, and the way a person deals with those events can actually increase or decrease vulnerability to stress. Although many life situations are not always within one's control, there are other

situations and behaviors that can be controlled. Diaphragmatic breathing was taught to students as a way to gain control over their anxiety prior to examinations. The objective of this study was to compare student heart rates and performance on cognitive examinations and clinical laboratory practicum examinations before and after using diaphragmatic breathing to reduce heart rate and improve examination performance.

Background of the study: Therefore, the researchers want to know the student's perception of academic stress and how they cope with it on daily basis, as they are struggling to reduce the negative effects on their health, and their academic performance. In our opinion, it is very important for nursing students to learn how to manage academic stress, if it cannot be eliminated. Farias Mota, conducted a transversal and quantitative study on stress among nursing students with the aim of the study was to estimate the level of stress and symptomatology reported in nursing students. Sample size involving 151 nursing students selected from a draw based on the list of students enrolled. Result of the study was 49.7% of students showed symptoms of the stress, and most students were attending the 8th and 9th periods. Psychological symptoms were more present (50.7%). The conclusion of the study was the implementation of lightweight care technology tools, at low cost and high resolute power, such as providing information on stress, prevention and control, relaxation sessions, integrated community therapy, spaces for physical activity guided by trained professionals.

Problem statement

“A quasi-experimental study to assess effectiveness of video assisted teaching programme on diaphragmatic breathing exercise on pre-examination stress among 1st semester b. Sc nursing students in selected colleges of the city.”

Objectives of the study

- 1.To assess pre-examination stress among 1st Semester B.Sc Nursing students in selected colleges of the city.
- 2.To evaluate effectiveness of video assisted teaching programmed on diaphragmatic breathing exercise on pre-examination stress among 1st Semester B.Sc Nursing students in experimental group.
- 3.To compare effectiveness of control and experimental group on pre-examination stress among 1st Semester B.Sc Nursing students in selected colleges of the city.
- 4.To find out association of pre-examination stress score with selected demographic variable in control group
5. To find out association of pre-examination stress score with selected demographic variable in experimental group.

Hypothesis:

H₀: There will be no significant difference between pre-test pre-examination stress score among 1st Semester B.Sc Nursing students in experimental and control group at 0.05 level of significance

H₀₁: There will be no significant difference between post test pre-examination stress score among 1st Semester B.Sc Nursing students in experimental and control group at 0.05 level of significant.

H₀₂: There will be no significant association between control group of pre-examination stress score with selected demographic variable 1st Semester B.Sc Nursing students at 0.05 level significant.

H₀₃: There will be no significant association between experimental group of pre-examination stress score with selected demographic variable among 1st Semester B. Sc Nursing students at 0.05 level of significant.

Research Methodology

Research Approach:

For this research study a quantitative research approach

Research design:

In present study the Quasi-Experimental, pre-test, post-test research design.

Research Setting:

It is the physical, social, or experimental context within which research is conducted. This study was conducted in selected colleges.

Population:

In the context to present study, refers to 1st semester Bsc nursing students.

Sample And Sampling Techniques:

The Sample consist of 280 1st Semester BSc. Nursing students. The study used Non-Probability-Purposive sampling Technique.

Tool For Data Collection:

Likert's Scale was used for the assess Pre-examination stress among 1st Semester BSc Nursing students.

Ethical Considerations

Ethical permission was obtained from the concerned hospital authorities. Informed consent was taken from all participants prior to data collection. Confidentiality and anonymity of the participants were maintained throughout the study.

Plan For Data Analysis:

In this study data will be entered into excel sheet and master chart will be prepared. The obtained data will be analyzed by using statistical techniques that is evaluative. Statistics and frequency distribution to compare and find impact of this study inferential statistics will be used to achieve. Chi square technique and pair t test will be used to find out association between post test score of knowledge with their selected demographic variable.

Results of the study:

The 98.57% of first semester BSc nursing students in Experimental Group and 96.43% in control group had severe stress. before providing the video assisted teaching programme and after providing structured teaching programme, 15.71% of first semester BSc nursing students in experimental group and 46.43% in control group had moderate stress and 84.29% of first semester BSc nursing students in Experimental Group and 47.14% in control group had severe stress. Mean, standard deviation and mean difference values are compared and student's paired 't' test is applied at 5% level of significance. The tabulated value for $n=140-1$ i.e. 139 degrees of freedom was 1.98. The calculated 't' value i.e. 13.46 are much higher than the tabulated value at 5% level of significance for overall knowledge score of first semester BSc nursing students which is statistically acceptable level of significance. Hence it is statistically interpreted that Video Assisted Teaching Programme on knowledge regarding diaphragmatic breathing exercise on pre-examination stress among first semester BSc nursing students in selected nursing colleges of the city was effective. Thus the H_1 is accepted.

SECTION A

DISTRIBUTION OF FIRST SEMESTER BSC NURSING STUDENTS WITH REGARDS TO DEMOGRAPHIC VARIABLES.

Table No. 1 Percentage wise distribution of BSc nursing students according to their demographic characteristics.

n=280

Demographic Variables	Experimental Group(n=140)	Control Group(n=140)
Age(yrs)		
18-20 yrs	80(57.1%)	100(71.4%)
21-22 yrs	45(32.1%)	33(23.6%)
>22 yrs	15(10.7%)	7(5%)
Gender		
Male	70(50%)	59(42.4%)
Female	70(50%)	81(57.6%)
Others	0(0%)	0(0%)
Ordinal position in the family		
First Child	39(27.9%)	45(32.1%)
Middle Child	55(39.3%)	54(38.6%)
Last Child	11(7.9%)	23(16.4%)
Only one child	35(25%)	18(12.9%)
Mother's Education		
Illiterate	55(39.3%)	43(30.7%)
Primary	39(27.9%)	47(33.6%)
Secondary	20(14.3%)	29(20.7%)
Graduate and above	26(18.6%)	21(15%)
Father's Education		
Illiterate	30(21.4%)	33(23.6%)
Primary	57(40.7%)	61(43.6%)
Secondary	16(11.4%)	13(9.3%)
Graduate and above	37(26.4%)	33(23.6%)
Area of residence		
Rural	68(48.6%)	69(49.3%)
Urban	72(51.4%)	71(50.7%)
Place of residence		
Day Scholar	70(50%)	66(47.1%)

Hostel	70(50%)	74(52.9%)
Type of family		
Nuclear	40(28.6%)	39(27.9%)
Joint	58(41.4%)	63(45%)
Extended	42(30%)	38(27.1%)
Comfort with language of instruction		
Yes	130(92.9%)	130(92.9%)
No	10(7.1%)	10(7.1%)

SECTION B

ASSESSMENT OF LEVEL OF PRE-TEST AND POST TEST SCORE REGARDING DIAPHRAGMATIC BREATHING EXERCISE ON PRE-EXAMINATION STRESS AMONG FIRST SEMESTER BSC NURSING STUDENTS IN SELECTED NURSING COLLEGES OF THE CITY

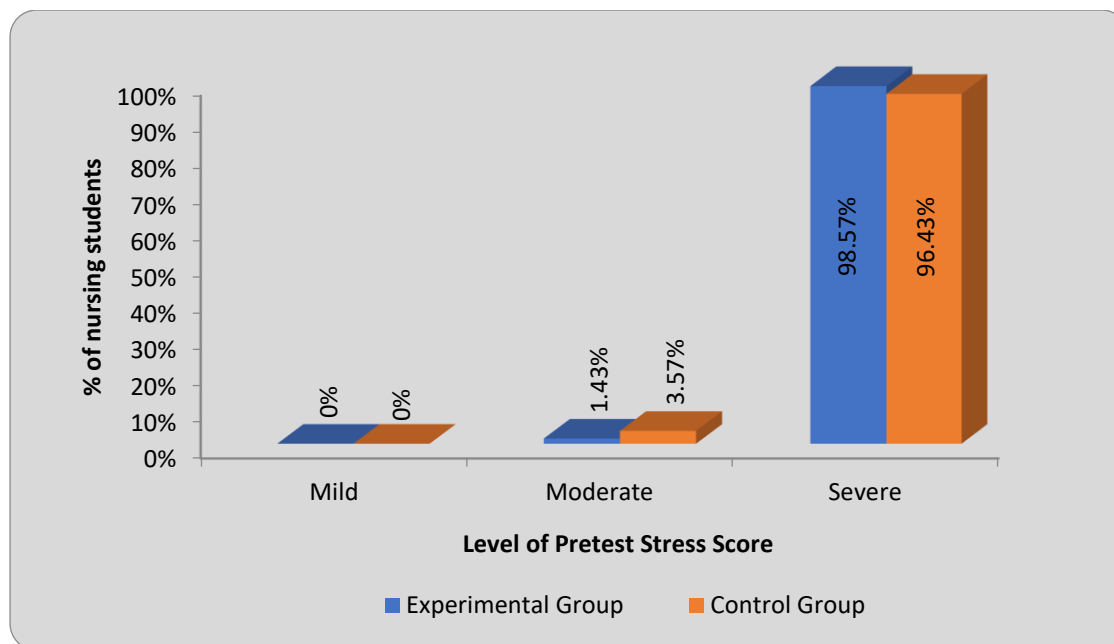
This section deals with the assessment of level of pretest and post test score regarding diaphragmatic breathing exercise on pre-examination stress among first semester BSc nursing students in selected nursing colleges of the stress. The level of stress score is divided under following heading of mild, moderate and severe stress respectively.

Table 2: Assessment with level of pretest stress score

n=280

Level of Pre-Test Stress Score	Score Range	Level of Pre-Test Stress Score	
		Experimental Group(n=140)	Control Group(n=140)
Mild	0-10	0(0%)	0(0%)
Moderate	11-20	2(1.43%)	5(3.57%)
Severe	21-50	138(98.57%)	135(96.43%)
Minimum score		19	16
Maximum score		49	45
Mean stress score		35.84±5.39	30.46±4.68
Mean % stress score		71.68±10.78	60.92±9.16

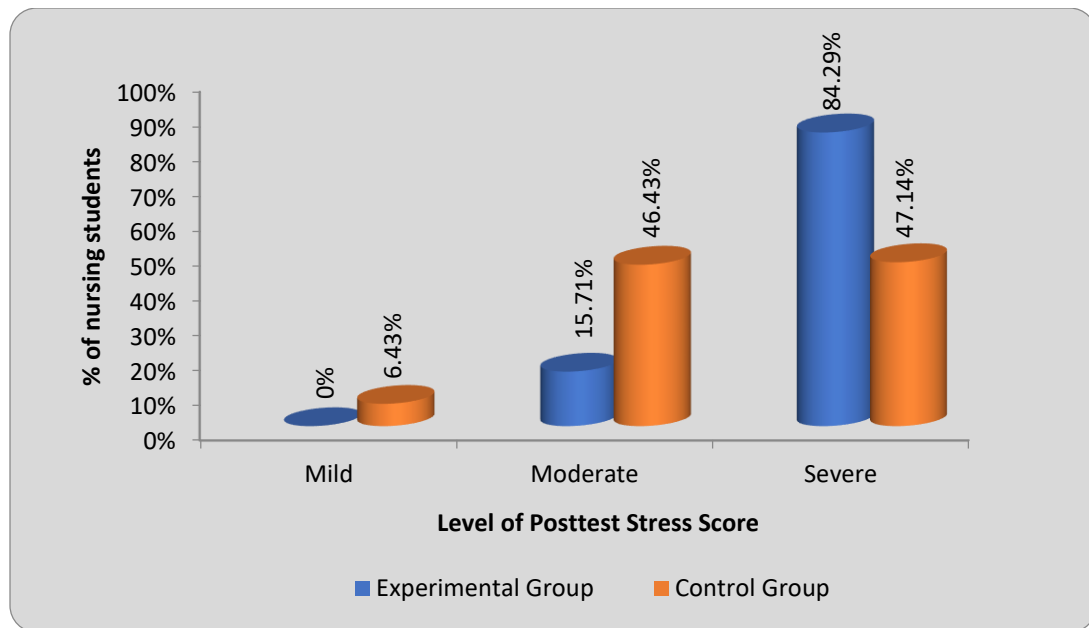
The above table shows that 1.43% of first semester BSc nursing students in experimental group and 3.57% in Control Group had moderate stress and 98.57% of first semester BSc nursing students in Experimental Group and 96.43% in control group had severe stress. Minimum stress score in Experimental group was 19 and in control group it was 16 and maximum stress score in experimental group was 49 and in control group it was 45. Mean stress score in experimental group was 35.84±5.39 and in control group it was 30.46±4.68 and mean percentage of stress score in experimental group was 71.68±10.78 and in control group it was 60.92±9.16.

Graph 1: Assessment with level of pretest stress score**Table 3: Assessment with level of posttest stress score**

n=280

Level of Post Test Stress Score	Score Range	Level of Post Test Stress Score	
		Experimental Group(n=140)	Control Group(n=140)
Mild	0-10	0(0%)	9(6.43%)
Moderate	11-20	22(15.71%)	65(46.43%)
Severe	21-50	118(84.29%)	66(47.14%)
Minimum score		18	6
Maximum score		50	29
Mean stress score		27.77±5.12	19.46±4.93
Mean % stress score		55.54±10.24	38.92±9.86

The above table shows that 15.71% of first semester BSc nursing students in experimental group and 46.43% in control group had moderate stress and 84.29% of first semester BSc nursing students in Experimental Group and 47.14% in control group had severe stress. Minimum stress score in Experimental group was 18 and in control group it was 6 and maximum stress score in experimental group was 50 and in control group it was 29. Mean stress score in experimental group was 27.77±5.12 and in control group it was 19.46±4.93 and mean percentage of stress score in experimental group was 55.54±10.24 and in control group it was 38.92±9.86.

Graph 2: Assessment with level of posttest stress score

SECTION C

EVALUATION OF EFFECTIVENESS OF THE VIDEO ASSISTED TEACHING PROGRAMME ON STRESS SCORE REGARDING DIAPHRAGMATIC BREATHING EXERCISE ON PRE-EXAMINATION STRESS AMONG FIRST SEMESTER BSC NURSING STUDENTS IN SELECTED NURSING COLLEGES OF THE CITY

This section deals with the effectiveness of Video Assisted Teaching Programme on stress score regarding diaphragmatic breathing exercise on pre-examination stress among first semester BSc nursing students in selected nursing colleges of the city. The hypothesis is tested statistically with distribution of pretest and posttest mean and standard deviation and mean percentage knowledge score. The levels of knowledge score during the pretest and post test are compared to prove the effectiveness of Video Assisted Teaching Programme. Significance of difference at 5% level of significance is tested with student's paired 't' test and tabulated 't' value is compared with calculated 't' value. Also the calculated 'p' values are compared with acceptable 'p' value i.e. 0.05.

Table 4 : Significance of difference between stress Score in Pre and posttest of First Semester BSC nursing students.

Experimental Group

n=140

Overall	Mean	SD	Mean Difference	t-value	p-value
Pre Test	35.84	5.39	8.07±7.09	13.46	0.0001 S,p<0.05
Post Test	27.77	5.12			

This table shows the comparison of pretest and post test knowledge score of first semester BSc nursing students from selected nursing colleges of the city. Mean, standard deviation and mean difference values are compared and student's paired 't' test is applied at 5% level of significance. The tabulated value for n=140-1 i.e. 139 degrees of freedom was 1.98. The calculated 't' value i.e. 13.46 are much higher than the tabulated value at 5% level of significance for overall knowledge score of first semester BSc nursing students which is statistically acceptable level of significance. Hence it is statistically interpreted that Video Assisted Teaching Programme on knowledge regarding

diaphragmatic breathing exercise on pre-examination stress among first semester BSc nursing students in selected nursing colleges of the city was effective. Thus, the H_1 is accepted.

Graph 3: Significance of difference between stress Score in Pre and posttest of First Semester BSC nursing students.

Experimental Group

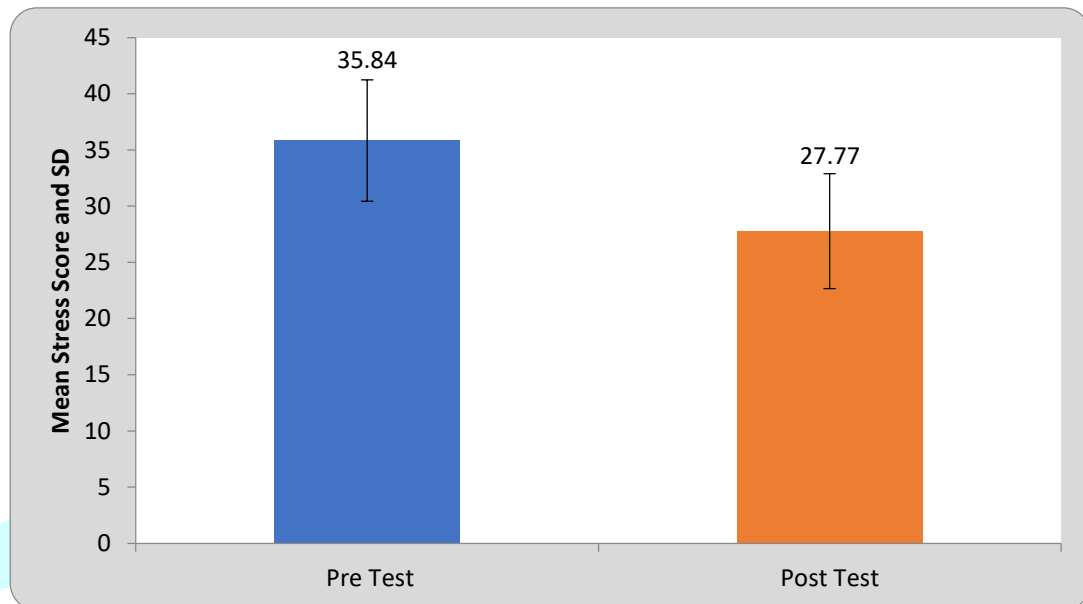


Table 5: Significance of difference between stress Score in Pre and posttest of First Semester BSC nursing students

Control Group

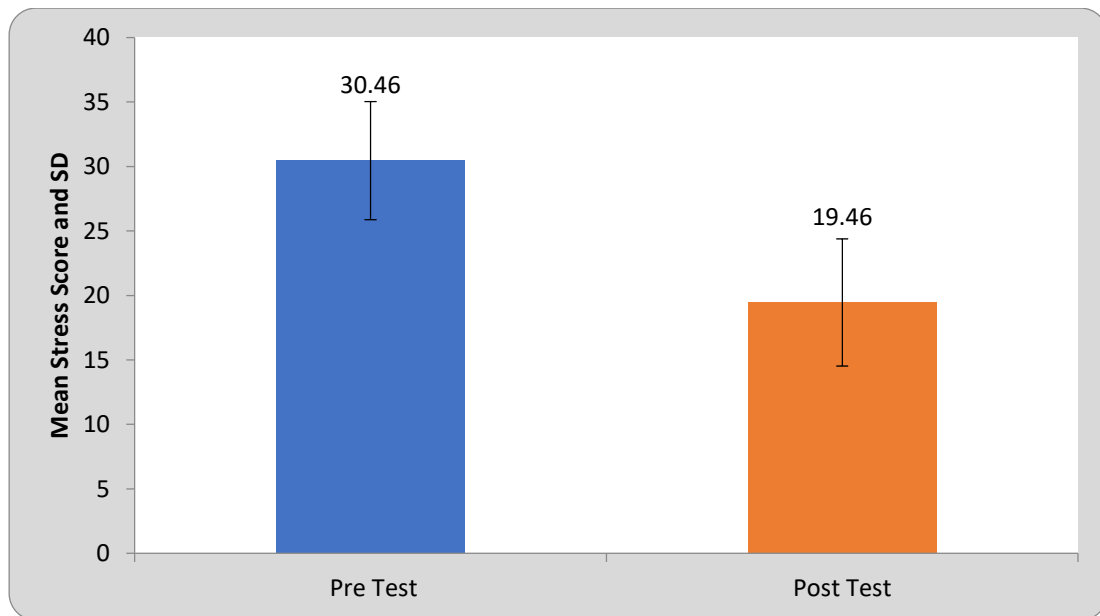
n=140

Overall	Mean	SD	Mean Difference	t-value	p-value
Pre-Test	30.46	4.58	11±6.51	19.99	0.0001
Post Test	19.46	4.93			S,p<0.05

This table shows the comparison of pretest and post test knowledge score of first semester BSc nursing students from selected nursing colleges of the city. Mean, standard deviation and mean difference values are compared and student's paired 't' test is applied at 5% level of significance. The tabulated value for $n=140-1$ i.e. 139 degrees of freedom was 1.98. The calculated 't' value i.e. 19.99 are much higher than the tabulated value at 5% level of significance for overall knowledge score of first semester BSc nursing students which is statistically acceptable level of significance. Hence it is statistically interpreted that Video Assisted Teaching Programme on knowledge regarding diaphragmatic breathing exercise on pre-examination stress among first semester BSc nursing students in selected nursing colleges of the city was effective. Thus, the H_0 is accepted.

Graph 4: Significance of difference between stress Score in Pre and posttest of First Semester BSC nursing students -

Control Group



SECTION D

COMPARISON OF POST TEST SCORE REGARDING DIAPHRAGMATIC BREATHING EXERCISE ON PRE-EXAMINATION STRESS AMONG FIRST SEMESTER BSC NURSING STUDENTS IN SELECTED NURSING COLLEGES OF THE CITY IN CONTROL AND EXPERIMENTAL GROUP

This section deals with comparison of post test score regarding diaphragmatic breathing exercise on pre-examination stress among first semester BSc nursing students in selected nursing college of the city in experimental and control group. The hypothesis is tested statistically with comparison of mean and standard deviation of post test knowledge score. Significance of difference at 5% level of significance is tested with student's unpaired 't' test and tabulated 't' value is compared with calculated 't' value. Also the calculated 'p' values are compared with acceptable 'p' value i.e. 0.05.

Table 6: Comparison of post test stress score of first semester BSc nursing students in experimental group and control group from selected nursing colleges

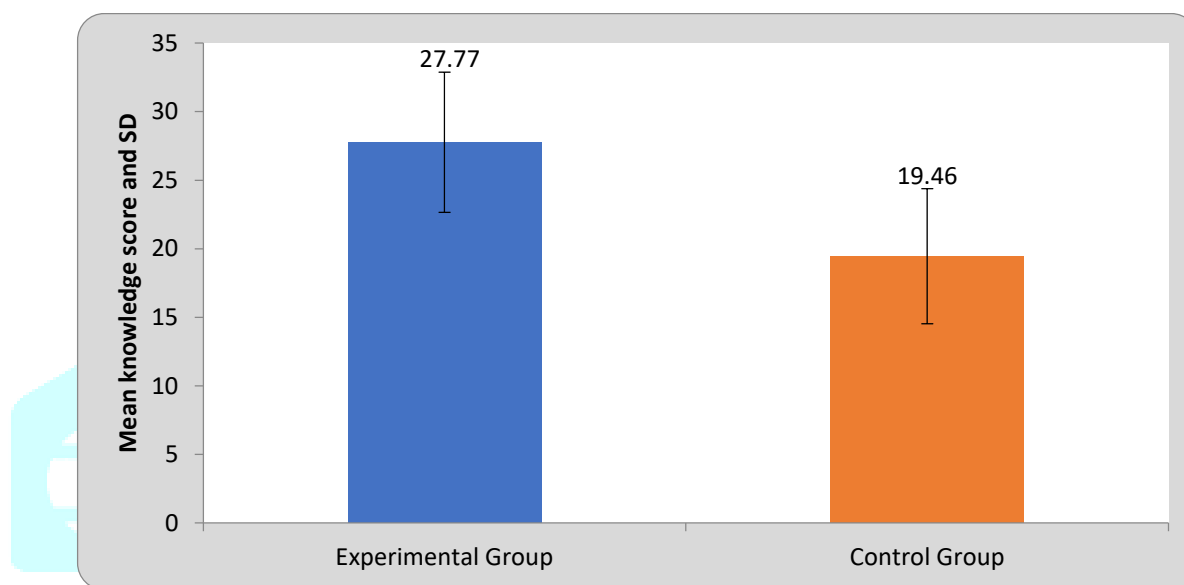
n=280

Group	Mean	SD	t-value	p-value
Experimental Group	27.77	5.12	25.93	0.0001 S,p<0.05
Control Group	19.46	4.93		

This table shows the comparison of posttest knowledge score of first semester BSc nursing students from selected nursing colleges of the city. Mean and standard deviation values are compared and student's unpaired 't' test is applied at 5% level of significance. The tabulated value for n=140+140-2 i.e. 270 degrees of freedom was 1.98. The calculated 't' value i.e. 25.93 are higher than the tabulated

value at 5% level of significance for mean difference in knowledge score of first semester BSc nursing students in experimental and control group which is statistically acceptable level of significance. Hence it is statistically interpreted that Video Assisted Teaching Programme on knowledge regarding diaphragmatic breathing exercise on pre-examination stress among first semester BSc nursing students from selected nursing colleges of the city was effective. Thus, the H_1 is accepted.

Graph 5: Comparison of post test stress score of first semester BSc nursing students in experimental group and control group from selected nursing colleges



SECTION E

ASSOCIATION OF LEVEL OF POST TEST STRESS SCORE AMONG FIRST SEMESTER BSC NURSING STUDENTS FROM THE SELECTED NURSING COLLEGES OF THE CITY IN RELATION TO DEMOGRAPHIC VARIABLES

Table 7: Association of Posttest stress score among 1st semester Bsc nursing students in relation to their age in years

n=140

Age in year	No of first semester BSc nursing students	Mild Stress	Moderate Stress	Severe Stress	χ^2 -value	p-value
18-20 yrs	80(57.1%)	0	12	68	1.58	0.45 NS, $P > 0.05$
21-22 yrs	45(32.1%)	0	6	39		
>22 yrs	15(10.7%)	0	4	11		

This table shows the association of stress score among first semester BSc nursing students from selected nursing colleges of the city with their age in years. The tabulated ' χ^2 ' values was 5.99(df=2) which is higher than the calculated ' χ^2 ' i.e., 1.58 at 5% level of significance. Also, the calculated ' p '=0.45 which was higher than the acceptable level of significance i.e. ' p '=0.05. Hence it

is interpreted that age in years of first semester BSc nursing students is statistically not associated with their posttest stress score.

Table 8: Association of Posttest stress score among 1st semester BSc nursing students in relation to their Gender

n=140

Gender	No of first semester BSc nursing students	Mild Stress	Moderate Stress	Severe Stress	χ^2 -value	p-value
Male	70(50%)	0	11	59	0.00	1.00 NS,P>0.05
Female	70(50%)	0	11	59		
Others	0(0%)	0	0	0		

This table shows the association of stress score among first semester BSc nursing students from selected nursing colleges of the city with their gender. The tabulated ' χ^2 ' values was 3.84(df=1) which is higher than the calculated ' χ^2 ' i.e. 0.00 at 5% level of significance. Also the calculated 'p'=1.00 which was higher than the acceptable level of significance i.e. 'p'=0.05. Hence it is interpreted that gender of first semester BSc nursing students is statistically not associated with their post test stress score.

Table 9: Association of Post test stress score among 1st semester Bsc nursing students in relation to ordinal position in the family

n=140

Ordinal position in the family	No of first semester BSc nursing students	Mild Stress	Moderate Stress	Severe Stress	χ^2 -value	p-value
First Child	39(27.9%)	0	5	34	3.19	0.36 NS,P>0.05
Middle Child	55(39.3%)	0	12	43		
Last Child	11(7.9%)	0	2	9		
Only one child	35(25%)	0	3	32		

This table shows the association of stress score among first semester BSc nursing students from selected nursing colleges of the city with their ordinal position in the family. The tabulated ' χ^2 ' values was 7.86(df=3) which is higher than the calculated ' χ^2 ' i.e. 3.19 at 5% level of significance. Also the calculated 'p'=0.36 which was higher than the acceptable level of significance i.e. 'p'=0.05. Hence it is interpreted that ordinal position in the family of first semester BSc nursing students is statistically not associated with their posttest stress score.

Table 10: Association of Posttest stress score among 1st semester Bsc nursing students in relation to their Mother's Education

n=140

Mothers education	No of first semester BSc nursing students	Mild Stress	Moderate Stress	Severe Stress	χ^2 -value	p-value
Illiterate	55(39.3%)	0	9	46	2.14	0.54 NS,P>0.05
Primary	39(27.9%)	0	7	32		
Secondary	20(14.3%)	0	1	19		
Graduate and above	26(18.6%)	0	5	21		

This table shows the association of stress score among first semester BSc nursing students from selected nursing colleges of the city with their mother's education. The tabulated ' χ^2 ' values was 7.86(df=3) which is higher than the calculated ' χ^2 ' i.e. 2.14 at 5% level of significance. Also the calculated 'p'=0.54 which was higher than the acceptable level of significance i.e. 'p'=0.05. Hence it is interpreted that mother's educational status of first semester BSc nursing students is statistically not associated with their post test stress score.

Table 11: Association of Post test stress score among 1st semester Bsc nursing students in relation to their Father's Education

n=140

Father's education	No of first semester BSc nursing students	Mild Stress	Moderate Stress	Severe Stress	χ^2 -value	p-value
Illiterate	30(21.4%)	0	6	24	2.25	0.52 NS,P>0.05
Primary	57(40.7%)	0	8	49		
Secondary	16(11.4%)	0	4	12		
Graduate and above	37(26.4%)	0	4	33		

This table shows the association of stress score among first semester BSc nursing students from selected nursing colleges of the city with their father's education. The tabulated ' χ^2 ' values was 7.86(df=3) which is higher than the calculated ' χ^2 ' i.e. 2.25 at 5% level of significance. Also the calculated 'p'=0.52 which was higher than the acceptable level of significance i.e. 'p'=0.05. Hence it is interpreted that father's educational status of first semester BSc nursing students is statistically not associated with their post test stress score.

Table 12: Association of Post test stress score among 1st semester Bsc nursing students in relation to their area of residence

n=140

Area of residence	No of first semester BSc nursing students	Mild Stress	Moderate Stress	Severe Stress	χ^2 -value	p-value
Rural	68(48.6%)	0	11	57	0.02	0.88
Urban	72(51.4%)	0	11	61		NS,P>0.05

This table shows the association of stress score among first semester BSc nursing students from selected nursing colleges of the city with their area of residence. The tabulated ' χ^2 ' values was 3.84(df=1) which is higher than the calculated ' χ^2 ' i.e. 2.25 at 5% level of significance. Also the calculated ' p '=0.02 which was higher than the acceptable level of significance i.e. ' p '=0.88. Hence it is interpreted that area of residence of first semester BSc nursing students is statistically not associated with their post test stress score.

Table 13: Association of Post test stress score among 1st semester Bsc nursing students in relation to their place of residence

n=140

Place of residence	No of first semester BSc nursing students	Mild Stress	Moderate Stress	Severe Stress	χ^2 -value	p-value
Day Scholar	70(50%)	0	13	57	0.86	0.35
Hostel	70(50%)	0	9	61		NS,P>0.05

This table shows the association of stress score among first semester BSc nursing students from selected nursing colleges of the city with their place of residence. The tabulated ' χ^2 ' values was 3.84(df=1) which is higher than the calculated ' χ^2 ' i.e. 0.86 at 5% level of significance. Also, the calculated ' p '=0.35 which was higher than the acceptable level of significance i.e. ' p '=0.88. Hence it is interpreted that place of residence of first semester BSc nursing students is statistically not associated with their posttest stress score.

Table 14: Association of Post test stress score among 1st semester Bsc nursing students in relation to their type of family

n=140

Type of family	No of first semester BSc nursing students	Mild Stress	Moderate Stress	Severe Stress	χ^2 -value	p-value
Nuclear	40(28.6%)	0	4	36	1.44	0.48 NS,P>0.05
Joint	58(41.4%)	0	10	48		
Extended	42(30%)	0	8	34		

This table shows the association of stress score among first semester BSc nursing students from selected nursing colleges of the city with their type of family. The tabulated ' χ^2 ' values was 5.99(df=2) which is higher than the calculated ' χ^2 ' i.e. 1.44 at 5% level of significance. Also the calculated ' p '=0.48 which was higher than the acceptable level of significance i.e. ' p '=0.88. Hence it is interpreted that type of family of first semester BSc nursing students is statistically not associated with their post test stress score.

Table 15: Association of Post test stress score among 1st semester Bsc nursing students in relation to comfort with language of instruction

n=140

Comfort	No of first semester BSc nursing students	Mild Stress	Moderate Stress	Severe Stress	χ^2 -value	p-value
Yes	130(92.9%)	0	21	109	0.26	0.60 NS,P>0.05
No	10(7.1%)	0	1	9		

This table shows the association of stress score among first semester BSc nursing students from selected nursing colleges of the city with their comfort with language of instruction. The tabulated ' χ^2 ' values was 3.84(df=1) which is higher than the calculated ' χ^2 ' i.e. 0.26 at 5% level of significance. Also the calculated ' p '=0.60 which was higher than the acceptable level of significance i.e. ' p '=0.88. Hence it is interpreted that comfort with language of instruction of first semester BSc nursing students is statistically not associated with their post test stress score.

Table 16: Reliability Analysis: Parallel Form method of reliability

	Experimental Group
Pearson's Correlation Coefficient	0.815
Reliability (%)	0.8980

By using Parallel form method of reliability, it is found to be 0.8980 for Experimental group and hence tool is reliable and valid.

DISCUSSION

NURSING IMPLICATION

The implication drawn from the present study is of vital concern to health team including nursing services, nursing education, nursing administration and nursing research. Nursing students the study revealed that varying degrees of pre-examination stress to the students and they reliving by providing video assisted teaching programme by the researcher.

CONCLUSION

In this study, the 0% in experimental group and 6.43% in control group of pre-examination stress among 1st semester Bsc nursing students. had mild level of stress score and 15.71% in experimental and 46.43% in control group of them had moderate level of stress score. 84.29% in experimental group and 47.14% in control group of pre-examination stress among 1st semester Bsc nursing students in selected colleges of the city. had Severe level of stress score. Which, signifies the positive difference between the pretest and post-test.

RECOMMENDATIONS

Coverage by mass media and newspaper to highlight the of video assisted teaching programme on reliving pre-examination stress among 1st semester BSc nursing students.

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