EFFECT OF YOGA ON ANXIETY AMONG NURSING STUDENTS IN A SELECTED NURSING COLLEGE, ODISHA

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INTRODUCTION

Sometimes nursing students have been reported Stress from various sources. The origins of stresses are mainly from educational, clinical, parental anticipation, and competition for achievements of goal, and career selections. The student nurses may get the stress from clinical fields while caring critically and terminally ill clients, they may have interpersonal incongruity with friends, fear about clinical skill and requirements, work overload, prolonged standing in duty hours, learning psychomotor skills, e.g. administering injections and performing different nursing procedures. To gain hands-on practice and to bridge the gap between theories to practical the student nurses need to be placed in different setting. Preparation for practice demands more developing skills in the institutional lab. It needs to develop certain quality for the provision of safe and qualitative care to the clients in different clinical areas. For student nurses it is very stressful and the requirement of expertisation in clinical setting may create anxiety within them. High levels of anxiety can be directly or indirectly has some impact on student’s education, clinical practice and in some cases retention within a nursing program. It is very essential for institutional staffs to provide all kinds of support and promote a positive learning environment through which the anxiety of student nurse’s may reduce. After reviewing all this nursing course should merge anxiety reducing interventional strategies into curriculum like yoga, meditation or any other conventional strategies. From the literature review it is evidenced that maximum Nursing students suffer from some degree of anxiety, which sometimes may be a cause of interference and have some negative impact on both academicals and clinical performance. Students with severe form of anxiety may have poor academic performance or may achieve low grades. A correlation study was conducted in Hong Kong to assess the degree of anxiety and the relationship between anxiety and academic achievement of secondary school students and revealed that the anxiety level of students were relatively high and also students with low debilitating anxiety performed better than those with high...
anxiety. The academic performance score of experimental group was higher than the control group, thereby showing that students who practiced yoga performed better than those did not. The study concluded that yoga intervention technique improves the academic performance by minimizing the stress and anxiety level. Based on review of the literature and from personal experience, the investigators came to know that most of the student nurse’s experienced anxiety during their nursing course. The anxiety can be reduced by regular use of yoga. Yoga is a tool that can change our mental state, reduce negative thought patterns, and create an environment of wellness in body and mind. From this instinct, the investigators were motivated to conduct this study to check the effect of yoga on anxiety. After uncovering the literature it is also recommended that nursing course should show their interest to merge anxiety reducing interventional strategies into curriculum like yoga, meditation or any other form of conventional strategies. In view of the above discoveries the investigators were intended to know the effect of yoga on anxiety among nursing students.

So this study was undertaken to assess the effect of yoga on anxiety among nursing students and found that in psychological aspect 21.6% were having severe anxiety in pre-test but after intervention 33.3% of samples were having mild anxiety. Where as in physiological aspect 31.6% were having moderate level of anxiety and after intervention 6.66% of samples were having mild anxiety.

**Effect of yoga on anxiety by using paired ‘t’-test**

It was found that yoga was effective for reducing the anxiety among nursing students as the calculated ‘t’ value was 16.7 and 11.7 and p value < 0.0001 being less than 0.05 level of significance in psychological and physiological aspects respectively.

**DISCUSSION**

Increasing academic stress results in anxiety as well as it decreases the self-confidence and self-esteem. A Research study suggested that depression, anxiety, low self confidence and low self-esteem can decrease their academic performance by disturbing their thinking as well as the clinical performance.

<table>
<thead>
<tr>
<th>Level of anxiety</th>
<th>Psychological Aspect</th>
<th>Physiological Aspect</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pre-test</td>
<td>Post test</td>
</tr>
<tr>
<td>Frequency (f)</td>
<td>Percentage (%)</td>
<td>Frequency (f)</td>
</tr>
<tr>
<td>No present</td>
<td>1</td>
<td>1.66</td>
</tr>
<tr>
<td>Mild</td>
<td>21</td>
<td>35</td>
</tr>
<tr>
<td>Moderate</td>
<td>25</td>
<td>41.6</td>
</tr>
<tr>
<td>Severe</td>
<td>13</td>
<td>21.6</td>
</tr>
<tr>
<td>Very severe</td>
<td>0</td>
<td>0</td>
</tr>
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</table>

**Effect of yoga on anxiety by using paired ‘t’-test**

<table>
<thead>
<tr>
<th>Anxiety</th>
<th>Item</th>
<th>Mean</th>
<th>S.d</th>
<th>Paired 'T' Test</th>
<th>Df</th>
<th>P Value</th>
<th>Inference</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Psychological</td>
<td>44.7</td>
<td>20.6</td>
<td>16.7</td>
<td>59</td>
<td>&lt;0.0001</td>
<td>Extremely Significant</td>
</tr>
<tr>
<td></td>
<td>Physiological</td>
<td>54.6</td>
<td>36.0</td>
<td>11.7</td>
<td>59</td>
<td>&lt;0.0001</td>
<td>Extremely Significant</td>
</tr>
</tbody>
</table>

**MATERIALS AND METHODS**

This quantitative experimental research approach for selected Bsc. Nursing students consists of 60 samples in a selected nursing college, Bhubaneswar, Odisha. The research design chosen for this study was Pre experimental design one group pre test post test design. The modified Hamilton’s Anxiety Rating Scale was used for assessing the level of stress among nursing students. This scale is a five point rating scale. The scale consists of 56 items, each defined by a series of symptoms, and measures both psychic anxiety (mental agitation and psychological distress) and somatic anxiety (physical complaints related to anxiety). The anxiety level will be assessed like no anxiety, mild, moderate and severe, very severe. The reliability of the tool was tested by using cronbach co-efficient formula and it is found to be reliable at 0.78. The small scale version study was conducted with 20 samples. The collected data was analyzed by using MS Excel. The baseline data (demographic data) were analyzed by frequency and percentage. Inferential statistics such paired ‘t’ test and chi square test were applied to determine the effect of yoga and the association with demographic data respectively.

**RESULTS**

Frequency (f) and percentage (%) distribution of subjects according to level of anxiety regarding psychological and physiological aspect in pre test and post test

It was found that in psychological aspect 21.6% were having severe anxiety in pre-test but after intervention 33.3% of

**Conclusion**

This study was gone for assessing the effect of yoga on anxiety among the nursing students. The outcome demonstrates that there was severe form of anxiety among understudies and following conclusions were drawn from the study i.e. yoga is an effective strategy in reducing anxiety.

**Ethical approval**

The study proposal was duly approved by the Hospital Ethical Research committee before commencement of the main study.
The permission was accorded priorly from the Dean of the Nursing college. The students were explained about the purpose of the study & students those were not willing to participate were excluded.

Acknowledgement

I really appreciate the contribution of the bachelor of nursing students and college authority of SUM nursing college in assisting in completion of study.

REFERENCES

Awosoga, Kellett and Dei SO. 2013. A pre-experimental research design to Evaluate the attitudes of undergraduate nursing students’ towards statistics courses, before and after a course in applied statistics. Nurse Educ., Today. 33(9) p-949-955


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