

A descriptive Study to assess the Generalized Anxiety among Nursing Students in Kollam

Prof S Anand¹, Dr. Anoopta K.R²

^{1,2}*Bishop Benziger college of Nursing*

Abstract -Introduction-Anxiety is a normal and often healthy emotion. However, when a person regularly feels disproportionate levels of anxiety, it might become a medical disorder.

The American Psychological Association (APA) defines anxiety as “an emotion characterized by feelings of tension, worried thoughts and physical changes like increased blood pressure.”

Possible causes include environmental stressors, such as difficulties at work, relationship problems, or family issues, and genetics, as people who have family members with an anxiety disorder are more likely to experience one themselves. Medical factors, such as the symptoms of a different disease, the effects of a medication, or the stress of an intensive surgery or prolonged recovery, brain chemistry, as psychologists define many anxiety disorders as misalignments of hormones and electrical signals in the brain withdrawal from an illicit substance, the effects of which might intensify the impact of other possible causes(1).

Relevance-People in the nursing profession are specifically responsible for the high prevalence of stress in daily life. A thorough examination of stress and the coping mechanisms employed by nursing students is required, as this issue is becoming more and more relevant in research and literature, particularly in the field of nursing education in India. Students in nursing programs suffer moderate to high levels of stress due to a variety of pressures (caring for patients, duties and workloads, unpleasant experiences with staff and faculty, loss of professional ability, and taking exams). To lessen stress and improve coping mechanisms, nurse educators should think about developing and implementing treatments that have undergone empirical testing (2).

Stress is a particular reaction to stimuli that interferes with regular bodily processes. Nursing students' welfare and academic performance are both impacted by stress (3).

Clinical training is sometimes a challenging experience for nursing students. During their educational instruction, students' levels of stress and anxiety may change based on their capacity to learn behavioural coping mechanisms for stress, among other things. The

purpose of this study was to look at the connection between stress perception, anxiety, and the coping mechanisms employed by nursing students during their clinical training(4).

What is already known?-Regarding the effectiveness of simulated video on test anxiety in objective structured clinical examination among Iranian nursing and midwifery students, a quasi-experimental study was published in PubMed (2022). The census sampling approach was used to perform this study on 118 nursing and midwifery students in Shahroud, northeast of Iran, in 2019. A 15-minute OSCE simulation film was given to the intervention group 30 minutes before to the test. After watching the simulation film and one week before to the exam, data were gathered utilizing the Sarason test anxiety questionnaire. Both descriptive and inferential statistics were used to analyze the data (Independent t-test, Chi-square, Exact fisher and Paired t-test). The total mean score of test anxiety did not significantly differ across groups at the beginning of the study(5).

At a Nigerian university, a cross-sectional descriptive survey was carried out among all first-year pharmacy, medical, and nursing students to determine the prevalence of depression and anxiety (2022). 522 students participated in the study (89% response rate). Participants reported a prevalence of anxiety of 61.7% and a prevalence of depression of 71.8%. Only 24.9% of the participants indicated that they would be willing to get professional psychological assistance. The likelihood of experiencing sadness and anxiety was inversely associated to attitudes toward seeking professional help ($r = -0.155, P = .01$; $r = -0.098, P = .05$). Age, smoking, drinking alcohol, and dietary habits were linked to the prevalence of anxiety and sadness. The views of the individuals regarding obtaining professional care were unrelated to any demographic factors(6).

In order to ascertain the impact of peer education on the acquisition of clinical skills and anxiety in nursing students, a quasi-experimental study was carried out in a university in the Central Anatolia Region of Turkey. Both experimental ($n = 45$) and control ($n = 47$) groups were used in this investigation. There were 92 pupils altogether. The experimental group received nursing skill instruction from peers. The traditional paradigm of

education was also used to instruct the control group. Student performance was evaluated using an Objective Structured Clinical Examination (OSCE) pretest and posttest. Both the experimental and control groups saw an increase in their post-training exam success total scores (35.20 4.63; 36.70 5.36, respectively), and there was no statistically significant difference between the two groups ($P > 0.264$). Post-test results of anxiety in the experimental group were less than the control group (7). Knowledge Gap-The above studies were collected through PubMed in recent years. Few studies only available related to the prevalence of anxiety among nursing students in the Indian setup. The researcher plan to conduct one explorative study regarding the prevalence of anxiety among nursing students.

Materials and Methods-A quantitative approach with a descriptive design was used in this study. The study was conducted in Bishop Benziger College of Nursing, Kollam, Kerala. The target populations were III Year BSc Nursing Students. The purposive sampling technique was used to collect data. Formal permission was taken by the Institutional Ethics committee and consent from the nursing students and the data were collected through Google Form. The questioner consisted of Demographics Proforma and Standardized Anxiety Self-Rating Scale which is 10 point self-reporting questionnaire (Minimal Anxiety, Mild Anxiety, Moderate Anxiety, Severe Anxiety, and Extreme Anxiety). The collected data were analyzed using descriptive and inferential statistics

Result-Among 50 BSc nursing III Year students 58 percent are Hostel students and are hostellers and of those students 50 percent are coming from the rural community. Nearly half of the samples (48%) had Minimal Anxiety but nobody had severe and extreme anxiety. The Mean anxiety score of the samples was 10.14 with a standard deviation of 5.30695. There was no significant association between Generalized Anxiety with Place of Living as well as Present Stay.

Key words: Anxiety, Nursing, Students.

OBJECTIVES

- 1.To assess the levels of Generalized Anxiety among Nursing Students at Kollam.
- 2.To assess the association between Generalized Anxiety among Nursing Students and selected demographic variables.

MATERIALS AND METHODS

Approach: Quantitative Approach
Design: Descriptive Design

Population: Private College Nursing Students, Kollam, Kerala

Sample: III BSc Nursing Bishop Benziger College Nursing Students in Kollam

Sampling Technique: Purposive Sampling Technique
Setting: Bishop Benziger College of Nursing in Kollam, Kerala.

Data Collection method: Using Self-reported Questionnaire through Google Form.

Inclusion Criteria

1. Third year BSc Nursing Students who are studying in Bishop Benziger College Nursing in Kollam.
2. BSc Nursing students of both sexes.

Exclusion Criteria

1. III BSc Nursing students who are not willing to participate in this study.
2. Students who are on treatment for anxiety or psychological disorders

Data collection Process: Researcher communicated the purpose and significance of the study with the participants in advance and the data collection process were scheduled. Data were collected through Google Form.

Ethical Approval and Informed Consent

Researcher received formal permission from college authority and Ethic committee to conduct this study. Formal Consent letter from the participants through Google form.

Tool

Section A- Demographic Pro-forma: It include Demographic variables such as Age, Present Stay, Place of Living

Section B- Standardized Anxiety Self-Rating Scale

ANALYSIS

The data was analyzed and presented under the following headings

1. Frequency and Percentage distribution of participants as per selected Demographic variables.
2. Frequency Distribution of Generalized Anxiety of the participants
3. Levels of Generalized Anxiety of participants

4. Association between Generalized Anxiety of participants and selected demographic variables using Chi-square test.

RESULT

The study was conducted at Bishop Benziger College of Nursing, Kollam, Kerala. Fifty students of third year BSc Nursing students participated in the study. All are between the age group of 20 to 22 years. The students are staying in a hostel, their own house, and relatives' house. In this, More than 50 percent of the students are staying in Hostel. More than 50 % of students were residential and 32% belonged to urban community. 48 % of the samples had minimal anxiety. There is no severe and extreme anxiety was found in this study. The second largest generalized anxiety category was mild anxiety (40%). No significant association was found between anxiety of students and place of present stay of the participant's P-Value is 0.1105. The result is not significant at $p < .05$. Association between the Generalized Anxiety and the Place of Living of the participant's P-Value is 0.1545. The result is not significant at $p < .05$.

1. Frequency and Percentage distribution of participants as per selected Demographic variables.

Table 1: Percentage wise distribution of participants according to Present Stay

Present Stay	Frequency	Percentage
Hostel	29	58
Own House	20	40
Relatives House	1	02

Table 2: Percentage wise distribution of participants according to Place of Living

Place of Living	Frequency	Percentage
Rural	25	50
Semi Urban	9	18
Urban	16	32

2. Descriptive Statistic of Generalized Anxiety of the participants

Table 3: Mean, Median, and Standard Deviation

Mean	10.14
Median	10
Standard Deviation (s)	5.30695
Skewness	0.84191
Kurtosis	0.25353
Lowest Score	2
Highest Score	24
Distribution Range	22
Total Number of Scores	50
Number of Distinct Scores	18
Lowest Class Value	2
Highest Class Value	25
Number of Classes	3
Class Range	8

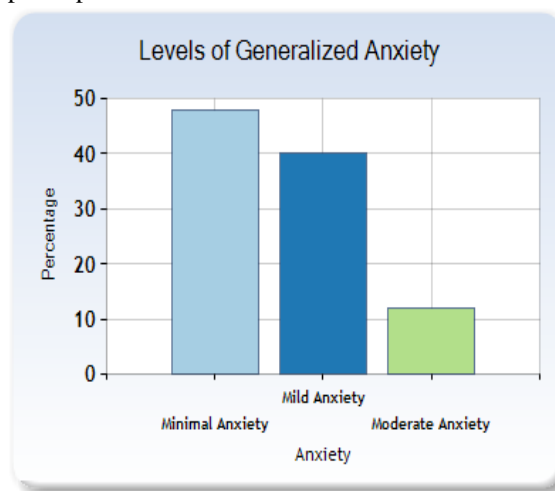
3. Frequency Distribution of Levels of Generalized Anxiety of the participants

Table 4: Frequency Distribution of Generalized Anxiety of the participants

Levels of Generalized Anxiety	Class	Count	Percentage
Minimal Anxiety	2 - 9	24	48
Mild Anxiety	10 - 17	20	40
Moderate Anxiety	18 - 25	6	12
Total		50	100

4. Level of Prevalence of Generalized Anxiety of participants.

Diagram 1: Levels of Generalized Anxiety of participants



5. Association between Generalized Anxiety of participants and selected demographic variables using Chi-square test

Table 5: Association between Generalized Anxiety of participants and Present Stay of the participants
N=50

Present Stay	Hostel	Own House	Relatives House	Total	X ²	df	P value	P<0.05
Minimal Anxiety	11	9	0	20	7.526	4	0.1105	NS
Mild Anxiety	12	10	0	22				
Moderate Anxiety	6	1	1	8				

Table 6: Association between Generalized Anxiety of participants and Place of Living of the participants.

Place of Living	Rural	Semi Urban	Urban	Total	X ²	df	P Value	P<0.05
Minimal Anxiety	13	2	5	20	6.667	4	0.1545	NS
Mild Anxiety	11	4	7	22				
Moderate Anxiety	1	3	4	8				

DISCUSSION

The average score for stress among nursing students was 3.70 (95% confidence interval [CI]: [3.33, 4.06]). This study showed that the stress level of intern nursing students was mainly moderate (8). A web-based cross-sectional study was conducted in Iran during the COVID-19 pandemic. The prevalence of GAD is considerably high among nursing students during the COVID-19 pandemic in Iran. GAD was significantly associated with having chronic diseases, a long time thinking about COVID-19, and death of family members, relatives or friends due to COVID-19. The mean GAD-7 total score was 6.05(9). In this study, the Mean score of the GAD is 10.14 and minimum level of Generalized Anxiety was present in Kollam Nursing Students. There is no Association between Generalized Anxiety and selected demographic variables such as Present Stay, Place of Living of participants.

CONCLUSION

Nursing student’s anxiety related to their personal and academic could be connected to their academic and clinical performance.

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Nil

Conflicts of Interest

There is no conflict of interest

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