



EFFECTIVENESS OF VIDEO ASSISTED TEACHING ON STRESS AMONG B.SC. NURSING 1ST YEAR STUDENTS AT SELECTED COLLEGE, CHENNAI.

Nursing

Mrs. Mahalakshmi. S* Ph.D Scholar, Prof & HOD of community health nursing department, Mohamed Sathak AJ College of nursing, Tamil Nadu. *Corresponding Author

Dr. Vijayalakshmi. S Principal, Vignesh nursing college, Tamil Nadu, India

ABSTRACT

Introduction: Being a health care professional we are facing lots of challenges and stress is one of the body reaction to stress which lands up with various physical and psychological issues.¹

Purpose/Objective: To determine the effectiveness of video-assited teaching on stress among B.Sc. Nursing students at selected college, Chennai.

Methods: One group pretest and posttest design was carried out in the Mohamed Sathak AJ College of Nursing, from 4th June 2018 to 30th June 2018. Simple random sampling technique was used to recruit a total of 50 first year B.Sc. Nursing students. Data collection was done through self-administration of questionnaire on socio- demographic data and stress assessment scale. Consequent to data collection an information (how to reduce stress) given through Video assisted teaching to the participant followed by post-test on thier level of stress.

Results: The effectiveness of video assisted teaching on reducing the level of stress among the students was highly significant at ($p < 0.001$).

Conclusion: This video assisted teaching was very effectiveness in improving stress mangment skills among nursing stuidnets.

KEYWORDS

Stress, effectiveness, video assisted teaching.

INTRODUCTION:

Stress is one of the major reason for developing various health problems and Being a health care professional we are facing lots of challenges and stress is one of the body reaction to challenges, which lands up with various physical and psychological issues.¹

There are number of issues which are going to influence the stress levels of the students which includes changing role of student nurses based on demnds as per their requirements. The etiology for stress in nursing students includes illness, pain, unpleasant or unguessed events, external and internal conflicts, fear of the unknown, cultural and environmental factors etc.^{2,3}

As per the exciting literatute stress among nursing students occurs from two main sources. One is academic stressors and second one is clinical stressors. These two stressors were proved to be perceived very intensively by many nursing students at all levels of their student journey.⁴

From the above background information it is very clear that nursing students are expericing various stressors vary from simple to complex which ultimately effects their academic and clinical competancies. Hence there is a need for interventions to nursing students for managing their stressors.

Purpose/objective: To determine the effectiveness of video-assited teaching on stress among B.Sc. Nursing students at selected college, Chennai.

METHODS:

Study design and Setting

One group pretest and posttest design was carried out in the Mohamed Sathak AJ College of Nursing, from 4th June 2018 to 30th June 2018..

Sample

Simple random sampling technique was used to recruit a total of first year B.Sc. Nursing students. The following criteria were used to include the participants in this study

- Who are willing to participated in the study
- Both genders
- Who are studying first year B.Sc Nursing.

Data Collection Tool

It contains of socio- demographic questionnaire which consist of items like age in years, gender, education and occupation of parents, religion, Income of the family and no. of siblings and Stress assessment scale.

Data Collection Procedure

After explanation and obtaining written consent from the student the questionnaire was administered to collect data a socio- demographic variables and stress assessment scale to the participant. Consequent to data collection an information (how to reduce stress) given through Video assisted teaching to the participant, follwed by post-test on thier level of stress.

Ethical Considerations

Formal administrative permission was sought from principal, Mohamed Sathak AJ College of Nursing. Informed consent was obtained from the participants. Anonymity of the participants was maintained.

Statistical Analysis

Data analysis was performed by using R-Studio Version 3.6.2. Descriptive statistics like frequency and percentages were used to represent the participant's socio-demographic data, level of stress and clinical information and paired t-test was done to see the effectiveness of video assisted teaching on reducing the level of stress

RESULTS:

Regrding their Socio demographic data all the participants were in the age group 17 – 18 years, majority (64%) of them were females, around 40% of their fathers and 48% of their mothers had higher education about 48% of the fathers were private employess and 60% of the mothers were home makers, most (66%) of them were Muslims, around 36% of them had monthly family income of Rs 10000 -15000 and 48% of them had one sibling at home.

Table 1: Frequency And Percentage Distribution Of Participants Based On Level Of Stress (n=50)

Time-point	Level of stress	n	%
Pretest	Normal	12	24.0
	Mild	16	32.0
	Moderate	20	40.0
	High	2	4.0
Posttest	Normal	29	58.0
	Mild	21	42.0
	Moderate	0	0
	High	0	0

Table 1 Depicts That In Pre Test 40% Of Them Had Moderate Level Of Stress, 32% Of Them Had Mild Level Stress And 24% Of Them Had Normal Level Of Stress And Only 4% Of Them Had High Level Of Stress.

Where as in the post test after video assisted teaching 58% of them had normal level of stress, 42% of them had mild level of stress and none of them had moderate and high level of stress.

Table 2: Comparison Of Pretest And Posttest Stress Scores Among Participants (N=50)

Stress	Mean	SD	MD	t-test & P value
Pretest	51.26	16.42	34.8	t = 6.191
Posttest	37.50	11.10		P=0.001***

*** p<0.0001, significant.

Table 2 shows that their a statistically significant difference (p<0.001) in the mean stress scores between pretest and posttest stress scores. Hence, this clearly indicates that video assisted teaching was found to be highly effective in reducing the level of stress among participants.

DISCUSSION:

This study shows that all the participants were in the age group 17 – 18 years, majority (64%) of them were females, and 48% of them had one sibling at home which were similar to those reported by Castelion¹

The current study shows that around 40% of them had moderate level of stress, 32% of them had mild level stress and 24% of them had normal level of stress and only 4% of them had high level of stress which was supported by study conducted by Castelion and Blomberg et al.^{1,5}

Current study shows that their a statistically significant difference (p<0.001) in the mean stress scores between pretest and posttest stress scores which indicates video-assisted teaching was very effective in stress reduction among nursing students.

CONCLUSION:

Stress is one of the major reason for developing various illness. So managing stress is very essential for nursing students to avoid disequilibrium causing by stressors. Educational intervention plays a crucial role to help nursing students to manage their stress.

Conflict Of Interest: Nil

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