



EVALUATE THE EFFICACY OF PROGRESSIVE RELAXATION TECHNIQUES IN RELIEVING STRESS AMONG NURSING STUDENTS.

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ABSTRACT

Stress is a part of life that is unavoidable. For creativity, education, and even survival, stress is important. It is not detrimental until stress is overpowering and the good balance our nervous system needs to balance is disturbed. Our bodies will be overwhelmed when our nervous system gets overworked with substances that prepare us "to fight or flee." While stress can save our lives in lives where we have to respond fast, it is a wear and tears to our bodies when it is engaged continuously by stressors daily. In the present study, we have aimed to determine the degree of stress among nursing students at a certain nursing school, to see how effective Progressive Muscle Relaxation is at reducing stress in nursing students at a specific nursing school. An evaluation technique was used to analyze the effects of progressive muscle relaxation on stress among students at any selected institution in Andhra Pradesh. The study found that basic features including age, gender, course of study, year of study, family type, or the financial source for study support have not shown any significant connection to the stress level before the testing. Stress is an inevitable part of human life. Stress can work as a performance killer, but it can also act as a driving force to achieve results. Patients confront a range of challenges, including academic pressure & drive, integration issues in the system, learning to take more responsibility, and getting their peers' acceptance. Nursing students can attain a "relaxation state" by adopting progressive muscle relaxation. Indeed, a lot of studies demonstrate that practicing progressive muscle relaxation regularly can help manage stress and alleviate stress-related health issues. The current study's findings further highlight the usefulness of PMR in reducing excessive stress among nursing students.

Keywords:-Progressive Relaxation Therapy, Stress, Management.

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INTRODUCTION

Stress is a part of life that is unavoidable. For creativity, education, and even survival, stress are important. It is not detrimental until stress is overpowering and the good balance our nervous system needs to balance is disturbed. Our bodies will be overwhelmed when our nervous system gets overworked with substances that prepare us "to fight or flee." While stress can save our lives in lives where we have to respond fast, it is a wear and tear to our bodies when it is engaged continuously by stressors daily. The relaxation reaction putting a brake on this

increased level of readiness brings our body and mind in balance. Most human triumphs are made in stressful settings, according to data, yet a high degree of stress has several adverse repercussions, including physical and mental disease, disorder, or adjustment disorder, and eventually reduces the quality of life of an individual. Nursing is a vocation with significant stress. In recent decades, various facets of nursing worldwide have been investigated.

Several research suggests that nursing schools are stressful because they are exposed to a variety of environments that could impair both learning and health. In addition to the stress induced by the theoretical instruction, several healthcare stressors affect trainees. Hospitals are among the most stressful places to work since the people who work there are concerned with life and death. Environmental stress may affect the way a person develops his personality and can lead to a variety of unwanted behaviours. Several approaches are offered for controlling or reducing stress. Examples of stress management strategies include Yoga, relaxation, progressive muscle relaxation, breathing, meditation, and mental imaging. Relaxation is a method to reduce the harmful impact on the mind and the body of stress. Relaxation techniques can help to cope with normal stress and stress because of a wide range of health problems. Progressive muscle relief is a method for tension reduction and a deliberate approach for deep relaxation. Dr. Edmund Jacobson invented it in 1930. He found that a muscle could be tensed for a few seconds then released. Mind relaxation is produced by tension and release of different physical muscle groups. Progressive relaxation techniques can be employed as a natural relaxing muscle and particularly benefit as they provide the relaxing reaction that is a deeply aware state of mental relaxation. Since gradual muscle relaxation amid infant studies decreases academic, clinical, and personal stress, students in a variety of situational & developmental constraints that limit their learning and psychological well-being are very comfortable. The researchers were so prompted to evaluate the effectiveness of progressive muscle relaxation, a strain relief approach.

Aim and Objective:

1. To determine the degree of stress among nursing students at a certain nursing school.
2. To see how effective Progressive Muscle Relaxation is at reducing stress in nursing students at a specific nursing school.
3. To determine the relationship between stress levels and selected demographic variables among nursing students at a specific nursing college.

Hypothesis

- H1: Among nursing students, there is a significant difference between progressive muscle relaxation and stress.
- H2: Among nursing students, there is a significant relationship between stress levels and certain demographic variables.

Framework for Thought

The goal attainment theory of Modified Imogene King was used as the conceptual framework for this

study. In the conceptual system of King, the three interacting systems are the personal, interpersonal, and social systems. Interpersonal interaction system. system. In an organization that helps and helps preserve the health condition which enables researchers and students who normally are aliens to work within their responsibilities, the interpersonal system contains the key aspects of the theory. Interaction, perception, action, and transaction are the four main concepts in interpersonal systems.

1. Interaction: The interaction between the researcher and the nursing students is referred to as the interaction system.
2. Perception: A person's representation of reality is defined as perception. Perceptions, according to King, are influenced by previous experiences.
3. Action: The communication between the two interpersonal systems is referred to as action.
4. Transaction: A transaction is a sequence of interactions between humans and their surroundings that involves visible behaviors aimed at achieving goals that are valuable to the participants. When nurses and clients interact, they achieve their objectives.

MATERIAL AND METHODS:

Methodology of Investigation

An evaluation technique was used to analyze the effects of progressive muscle relaxation on stress among students at any selected institution in Andhra Pradesh.

Design of the Study

One group pre-test – the post-test design was used in this quasi-experimental study.
Students Pre-Test Treatment Post-Test Group Setting 01 X 02

The research was carried out at the College of nursing Srikakulam, Andhra Pradesh. The college offers a wide range of courses. 185 students participated in the study, which included a variety of students. Population; The population consisted of students of the selected college, in Andhra Pradesh.

Sample size and number of samples:

A total of 70 students were included in the study, all of whom met the inclusion and exclusion criteria.

Techniques of Sampling:

A "purposive sampling" strategy was applied. The samples were selected manually based on inclusion and exclusion criteria. They were enrolled in the study after receiving informed consent. Two portions were the instrument employed for the study.

Part I: Baseline Sample Evaluation Proforma

This section discusses the basic characteristics of individuals such as gender, age, marital status, course of

study, year of study, family type, study funding source, and prior alternatives. Student Stress Index Modified (Section II) (SNSI) To evaluate the student stress levels, the modified student stress index was developed. It consists of 24 components in three fields. The results were calculated on 1 to 5 scales. The three components (domains) that make up the Modified SNSI are academic load, clinical concern, and personal issues. The academic load is based on the overall score of 1, 2, 3, 4, 5, 6, 7, 8, 9, ten, 11. A total of 11, 12, 13, 14, 15, 16, and 17 are the basis of this clinical problem. The total score for elements 18, 19, 20, 21, 22, 23, 24, and 25 is the personal problems. "1-24" implies "not stressful," The overall score is randomly rated accordingly. '25-48' signifies 'double stress,' '49-72' denotes 'moderate stress,' '73-96' is 'serious stress and' '97-120' refers to a 'serious stress' meaning. The reliability of the tool A panel of 11 professionals determined the legitimacy of the material of the instrument. Changes have been made based on expert ideas and comments after consultation with the guide. The reliability of the tool. The reliability of the modified

Nurse Stress Index was tested by providing eight students with this tool. The Split half method, the correlation coefficient of Karl Person, and the prophetic formula of the spearman Brown were utilized to compute the confidence. The value of r (coefficient of correlation) was 0.93. The gadget was hence highly reliable.

Data Collection Methodology:

The topics were selected according to the criteria of inclusion and exclusion. The investigator explained the study's purpose and introduced himself to the participants. The data was guaranteed secrecy and official consent was obtained. The modified stress index has been employed for the collection and pre-test of baseline data. The subjects needed to perform Progressive muscle relaxation in 30-minute sessions once a day in succession for 10 days, beginning on the day following the pretest. The stress level after the test was measured on the same scale on the 11th day. Twenty participants dropped out during the study period. The collected information was collected and analyzed.

Table 1: Description of stress among students				
Stress score	Range	Median	Mean	SD
Pre-test score	57- 115	91.0	89.78	± 13.92
Post-test score	36- 100	65	65.71	± 15.01

Table 2: Comparison of stress among students			
Stress score	Mean	SD	t-value
Pre-test scores	89.51	± 13.92	12.72
Post-test scores	65.71	± 15.01	

$t(0.05, 49) = 1.67$

Table 3: shows that the computed 2 test value was less than the table value at the 0.05 level of significance.

Demographic variables	Pre-test scores		Chi-square value	P-value	Inference
	Below median	Above median			
Age (years)					
18- 20	6	10	0.462	0.423	* NS
21 – 24	20	14			
Gender					
Male	10	7	0.009	0.924	* NS
Female	16	17			
Course of study					
GNM	16	20	1.176	0.278	* NS
B.Sc.N	9	4			

RESULTS AND DISCUSSION:

Section 1: The basic features of the students are described. The majority of participants in this study are between the ages of 21 & 24, 68 percent were females, and the majority, 66 percent. Most of the subjects were involved, 72 percent. It's a course for GNM. The second-year was 76% of the participants. The bulk of subjects (76%) belonged to the combined family and 72% to the

group. A baccalaureate supports the study. In terms of marital status, all people have been single and have not been treated with alternative therapies to alleviate stress. Section 2: a student stress description. $N = 50$ stress values range SD The median mean values were 57-115, 91.0, 89.78 13.92 for the pre-test. Score for the 35-100 65.74 15.05 post-test. The statistics show in Table 1 that

the mean stress score was lower (65.74 15.05) than the mean stress score for the preliminary test (89.56 13.94). As a result, after giving PMR for ten days, it was concluded that pupils' stress levels had decreased. This meant that stress levels among nursing students were lower as a result of academic, clinical, and personal issues.

Section 3: The impact of progressive muscular relaxation on pupils' stress levels.

H0: There is no significant difference in stress mean scores between pre-test and post-test among students. The data in Table 2 shows that there was a significant difference between the pre-test (89.51) and post-test (89.12) mean stress scores (65.71).

At the 0.05 importance level, the calculated value "t" was greater than the value of the table. This led to a disproving of the null hypothesis. The result revealed that progressive muscular relaxation & stress among pupils were associated with it. It was determined Section 4: age, gender, studies, and stress rate for infant students before testing.

H0: The demographic characteristics mentioned and the student stress do not have a statistically significant link. The Chi-square test was employed to establish the link between age, sex, studies, and stress.

This allowed for a null hypothesis and showed that age, gender, and studies are not significantly related to the preliminary stress. It demonstrates that the calculated p-value was above 0.05 in the course of this study. This led to the acceptance of the null hypothesis which implied that the study course did not relate significantly to the stress level before the test. As demonstrated in Table 6, the calculated 2 test value at the 0.05 level was smaller than the table value. The zero

hypothesis was thus accepted and it was concluded that there was no important connection to pre-testation stress levels for the year of study, family type, and source of financial aid for the studies.

The study found that basic features including age, gender, course of study, year of study, family type, or the financial source for study support have not shown any significant connection to the stress level before the testing.

These results contrast a descriptive study of 200 students in a higher education institution that revealed no statistical importance in most demographic characteristics, with the exception that the stress rate for two students was significantly lower than for other years (p values ranging from 0.000 to 0.026). The results from the study showed that gradual muscular relaxation was helpful for pupils to lessen stress levels. As a result, the results of the study mean that all nursing students should practice gradual muscular relaxation to control tension.

CONCLUSION:

Stress is an inevitable part of human life. Stress can work as a performance killer, but it can also act as a driving force to achieve results. Patients confront a range of challenges, including academic pressure & drive, integration issues in the system, learning to take more responsibility, and getting their peers' acceptance. Nursing students can attain a "relaxation state" by adopting progressive muscle relaxation. Indeed, a lot of studies demonstrate that practicing progressive muscle relaxation regularly can help manage stress and alleviate stress-related health issues. The current study's findings further highlight the usefulness of PMR in reducing excessive stress among nursing students.

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