



A STUDY TO ASSESS THE EFFECTIVENESS OF STRUCTURED TEACHING PROGRAMME ON KNOWLEDGE REGARDING ANXIETY AMONG THE 1ST YEAR GNM STUDENTS AT ASRAM COLLEGE OF NURSING, ELURU

Nursing

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ABSTRACT

Background: Anxiety is an emotion distinguished by feelings of tension, uneasy thoughts and physical changes caused by anticipation of danger. Anxiety is a normal reaction to stress and can be beneficial in some situations. It can alert us to dangers and help us prepare and pay attention. Anxiety is a common emotion when dealing with daily stresses and problems. But when these emotions are persistent, excessive and irrational, and affect a person's ability to function, anxiety becomes a disorder. Anxiety is not the same as fear, but they are often used interchangeably. Anxiety is considered a future-oriented, long-acting response broadly focused on a diffuse threat, whereas fear is an appropriate, present-oriented, and short-lived response to a clearly identifiable and specific threat. **Objectives: 1)** To assess the knowledge regarding anxiety among 1st year GNM students 2) To evaluate the effectiveness of structured teaching programme on knowledge regarding anxiety among 1st year GNM students 3) To associate the pre- test knowledge regarding anxiety among 1st year GNM students with their selected demographic variables. **Material and methods:** Quantitative/experimental approach was considered as appropriate research approach for the present study. The sample of this study comprised of 30 GNM nursing students. Probability simple random sampling technique was used to draw the sample.

KEYWORDS

Effectiveness, Knowledge, Structured Teaching Programme, Anxiety, Anxiety Disorder.

INTRODUCTION:

The word anxiety derives from the Latin word *angor* and the corresponding verb *ango* which means to constrict. A cognate word is *angustus* which means narrow. These words derive from an Indo-European root that has produced *Angst* in modern German.

Anxiety is an emotion distinguished by feelings of tension, uneasy thoughts and physical changes caused by anticipation of danger. Anxiety is a normal reaction to stress and can be beneficial in some situations. It can alert us to dangers and help us prepare and pay attention. Anxiety is a common emotion when dealing with daily stresses and problems. But when these emotions are persistent, excessive and irrational, and affect a person's ability to function, anxiety becomes a disorder. Anxiety is not the same as fear, but they are often used interchangeably. Anxiety is considered a future-oriented, long-acting response broadly focused on a diffuse threat, whereas fear is an appropriate, present-oriented, and short-lived response to a clearly identifiable and specific threat.

NEED FOR THE STUDY:

Anxiety disorders are characterized by excessive fear and worry and related behavioral disturbances. Symptoms are severe enough to result in significant distress or significant impairment in functioning. The global current prevalence for anxiety disorders is 7.3% suggesting that one in 14 people around the world at any given time has an anxiety disorder and one in 9 will experience an anxiety disorder in a given year. Anxiety disorders are the most common mental illnesses in the U.S. and affect over 40 million adults, or 19.1% of the population. Generalized anxiety disorder (GAD) is the most common anxiety disorder in the U.S. with 6.8 million adults affected.

Young people are more likely to experience symptoms of anxiety than older adults, with nearly 50% of those between the ages of 18 and 24 reporting depressive disorder or anxiety symptoms. An estimated 275 million people suffer from anxiety disorders. That's around 4% of the global population, with a spread of between 2.5% and 6.5% of population per country. Around 62% of those suffering from anxiety is female 170 million compared with 105 million male sufferers. Anxiety can also be hard on those in people's lives, causing problems in social relationships.

OBJECTIVES OF THE STUDY

1. To assess the knowledge regarding anxiety among 1st year GNM students.
2. To evaluate the effectiveness of structured teaching Programme on knowledge regarding anxiety among 1st year GNM students.
3. To associate the Pre-test knowledge regarding anxiety among 1st year GNM students with their selected demographic variables.

HYPOTHESIS:-

1. H1: there will be a significant difference between the Pre-test and Post test score on knowledge regarding anxiety among GNM 1st year.
2. H2: There will be a significant association between the knowledge regarding anxiety among 1st year GNM students with their selected demographic variables

MATERIAL AND METHODS:

RESEARCH APPROACH

Quantitative/experimental approach.

RESEARCH DESIGN

One group Pre-test and Post-test (Pre experimental) design.

SAMPLING TECHNIQUE

Simple Random sampling technique was used in this study.

INCLUSION CRITERIA

- 1) Those who were in the age group of 18 to 21 studying in the selected college.
- 2) Those who were available at the time of data collection.
- 3) Both boys and girls who were willing to study
- 4) Students who can read and write English, Hindi, Telugu.

EXCLUSION CRITERIA

- 1). The students who were not willing to participate.
- 2). Students of age above 21
- 3). Students who had been already exposed to any teaching regarding anxiety.

TOOLS AND TECHNIQUE

PART-I: This section consists of demographic variables like age, sex, type of family, place of accommodation, religion, family monthly income, educational status of the parents, and occupation of parents

PART-II: structured self-administered questionnaire These questionnaires were used to assess the knowledge. The questions were under the sub headings related to anxiety, types, anxiety disorders, clinical features and treatment.

DATA COLLECTION PROCEDURE:

Data collection is the gathering of information needed to address a research problem. The formal permission was obtained from the authorities Asram College of nursing at Eluru district, Andhra Pradesh (A.P). The data was collected from 30 GNM nursing students were selected by using Simple Random sampling technique. The sample was administered structured self-administered questionnaire. All the samples were receptive and co-operative during data collection.

DATA ANALYSIS:

Descriptive statistics like frequency, mean, SD, mean percentage was used for description of demographic characteristics and assessment of knowledge. Inferential statistics like paired t test was used to evaluate the effectiveness of planned teaching Programme and chi-square test was used to find out the association between Knowledge with Demographic Variables.

THE FINDINGS WERE DISCUSSED UNDER THE FOLLOWING HEADINGS**1. TO ASSESS THE KNOWLEDGE REGARDING ANXIETY AMONG 1ST YEAR GNM STUDENTS.**

The table revealed that 22 (73.3%) study participants had inadequate knowledge, where as 8 (26.6%) study participants had moderately adequate knowledge in pre test where as in post test 27(90%) study participants had adequate knowledge and 3(10%) study participants had moderately adequate knowledge.

2. TO COMPARE PRE AND POST-TEST LEVEL OF KNOWLEDGE REGARDING ANXIETY DISORDER AMONG 1ST YEAR GNM STUDENTS.

The study findings revealed that there was statistically significant difference between pre and post test knowledge scoring group at level $p < 0.05$.

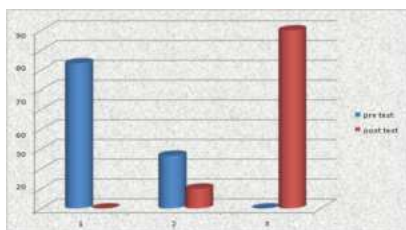
3. TO ASSESS THE SELECTED DEMOGRAPHIC VARIABLES WITH PRE TEST LEVELS OF KNOWLEDGE REGARDING ANXIETY.

The study findings revealed that there was statistically significant association between family income and family history of anxiety with Pre-test knowledge scores.

DISTRIBUTION OF LEVEL OF KNOWLEDGE IN PRE AND POST TEST REGARDING ANXIETY AMONG 1ST YEAR GNM STUDENTS.

S. No	Level of knowledge	Pre test		Post test	
		N	%	N	%
1	Inadequate knowledge	22	73.3	0	0
2	Moderate adequate knowledge	8	26.6	3	10
3	Adequate knowledge	0	0	27	90

The study findings revealed that in Pre -test 73.3%, study participants had inadequate knowledge, where as 26.6% study participants had moderately adequate knowledge in pre-test where as in post- test 90% study participants had adequate knowledge and 10% study participants had moderately adequate knowledge

**RECOMMENDATION**

On the basis of study findings, following recommendations have been made for further study.

- 1) The study can replicate on sample with different demographic characteristics.
- 2) A similar study can replicate with control group.
- 3) Comparative study can be done between rural and urban community.
- 4) A similar study may be replicated on large sample for wide generalization.

CONCLUSION

The study findings revealed that in Pre -test 73.3%, study participants had inadequate knowledge, where as 26.6% study participants had moderately adequate knowledge in pre-test where as in post- test 90% study participants had adequate knowledge and 10% study participants had moderately adequate knowledge, thus the administration of structured teaching Programme was effective to enhance the knowledge regarding anxiety among 1st year GNM students.

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