

Effect of relaxation training on anxiety the beginning of the first year nursing Students in clinical environment.

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ABSTRACT

Introduction: One of the worries and concerns of the educational system and tolerate the anxiety is difficult for most students. This study investigated the effects of relaxation training on anxiety in first year nursing students at the beginning of the clinical study.

Materials and Methods: In this quasi experimental study 37 nursing students in the exposure to clinical environment for the first time (an internship) were inserted. In groups of three times a day for two weeks (once again one with the researcher in residence) was progressive muscle relaxation. To assess the anxiety inventory Spielberger and physiological parameters (blood pressure, pulse, respiration and temperature) were used in both groups before and after intervention. Data analysis software using descriptive statistics (tables, mean and standard deviation) and inferential statistics (paired t-test and two Independent test) was performed

Results: Anxiety in the control group before training (38.81 +11.20) and then (44.69 +11.55), respectively. In the study group pre-test score (39.14 +8.10) and intervention (33.67 +6.31), respectively. The average of the four are statistically significant differences in ($p < 0.01$).

Conclusion: The results showed that Progressive Muscle Relaxation Technique training in reducing anxiety. Students prior to entering the clinical training required for the use of progressive muscle relaxation training on anxiety when facing pass.

KEY WORDS: relaxation, anxiety, nursing students, clinical

INTRODUCTION

One of the anxiety of the education system is the student anxiety and its tolerance for the majority of the students is difficult (1,2). Anxiety is not something new and human being from all cultures and in all eras has experienced it (3). Most nursing students believe and express the duration of studying in the nursing university is very stressful and the anxiety of the nursing students is the result of clinical training (4). Nursing students are the witness of lots of suffering, mourning, people's grieves in clinics every day, and they experience the especial hospital situation such as people's groaning, becoming worse, death of the patients, sleeplessness, tiredness, disorder and lack of trust in the relationship of the individuals and all of them cause anxiety in learning and way of caring (5). The existence of anxiety in students is one of the effective factors that cause disorder in student's learning (6). One of the reason of its appearance in the nursing students is to be in new situations and the other main reason can be their less experience (5,7). The existence of stress in the ward and lack of student support are the prohibited factors of learning and clinical skills because there are lots of evidences that stress can be led to different negative consequences such as physical illnesses, mental disorder or erosion in people (8,10). These reactions have exciting, knowing, and sometimes behavior aspects. Therefore using the confrontation methods help people to overcome many of the individualistic, socialistic, physiological difficulties (11). Hassanpour et al (2009) said that one suggested way to reduce stress is relaxation (3). By this method, the existing stress can be reduced through meditation and focusing the attention on a special object (8). Aghakhane et al (2013) said that the instructors and trainers have an important role in solving the students anxiety they also said that the instructors can solve the students problems and can help them to accept the clinical environment (12). Students are at an age range that are experiencing the evolution process of mental image and expanding their trust and reliability to themselves and high stress can have negative effect on their health, studying progress, so paying

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attention to it and finding suitable ways to get rid of those bad situations is very important (13). We must be aware and know that entering the ward is a new experience for the students and we must know that when students are put in a new place and situation, the existence or appearance of anxiety and there may exist the consequences related to that. So according to the effectiveness of relaxation to the anxiety reduction, researchers have decided to do this study with the aim of teaching the effect of relaxation to the anxiety to the first year students at the time of their entrance to the clinical environments.

METHOD

This quasi experimental study was done on 37 nursing university students in Abadan nursing Student University; it was their first time to be in the clinical environment, they were divided in two groups of case and control based on purposive sampling. The gathering tool of the data in this study was a three part questionnaire, the first part of the questionnaire was demographic characteristic, the second part is spielberg questionnaire, this questionnaire includes 20 questions and the lowest and highest mark for anxiety is 20 and 80 respectively (14,3) . The third part of the questionnaire was for blood pressure, breathing, pulse and temperature. Two weeks before entering the clinical place , all the subjects were tested through spielberg questionnaire and the vital signs were controlled , afterward the researcher along with the specialists of this method, the case group was trained relaxation in a session of 45-minute through question and answering then it was repeated 3 times a day for 2 weeks and then again the students were tested by spielberg questionnaire on the first day of their arrival in the clinical places and the vital signs were controlled. The validity of the tools was assigned by its content; the reliability of the test was very excellent (95%) (14). In this study, the researcher explained the subjects everything clearly and told them the purpose of this study made them sure that this study is not dangerous but safe for them and also assured them that the individual identification of them all will remain confidential and they were also told that they can leave the research any time they wish as there is no limitation for them. Then, after collecting the information, data analyzing was done by the software 17 with the help of descriptivestatistic (tables, means and standard deviation)and the inference statistical.

Findings:

Results showed the average age of the subjects was 19 ± 1 the most percentage of the subjects was 60% (18 people) were female and 40 percent (12people) were male. The ones who were very interested in nursing course were 37% (11 people) ,the ones who were interested in nursing course 30% (9 people) and 27% (8 people) were interested in this course not highly not lowly. There was also no significant relationship between the comparison of pulse, systolic blood pressure, diastolic and breathing in the two groups of before and after the entrance(table No 1)

The average anxiety mark in pretest in control group was (39.81 ± 11.2) and its posttest was (44.69 ± 11.55) ($P < 0.01$). The pre test mark in case group. In case group, the pretest mark and post mark marks were (39.14 ± 8.1) and (33.6 ± 6.31) respectively, ($P < 0.01$), t independent test also showed a significant difference between the two case and control group ($P < 0.01$).

Table No 1: the comparison of the hemodynamic changes of the nursing students in case and control group at the beginning of their entrance to clinic.

case			control			group indicator
p-value	after	before	p-value	after	before	
0.853	± 0.43 12.21	60 ± 61 11	0.0832	80 ± 0.44 11	80 ± 0.43 11	systolic pressure
0.309	0.24 7.82	79 ± 0.32 7	0.0183	86 ± 0.09 7	83 ± 0.35 7	diastolic pressure
0.558	± 5.03 78	50 ± 5.26 76	0.0172	61 ± 6.02 77	42 ± 5.7 78	pulse
0.307	± 0.89 18.43	68 ± 0.87 17	0.083	19 ± 1.20 18	42 ± 1.20 18	breathing
0.587	± 0.35 37.18	21 ± 0.36 37	0.019	12 ± 0.35 37	10 ± 0.40 37	temperature

DISCUSSION

The result of this study showed that the mean of systolic pressure, diastolic, pulse, breathing and temperature of the control students were very close to each other before and after the study and have no significant relationship but there is a significant relationship between the post and pre studying of temperature in case group and the student temperature has gone up at the time of entering the ward.

The result of Dehkordi and Heravee study showed that the mean indicator of physiologic index of the control student group have no significant relationship before the test and after the test and shows that the relaxation exercise prevents the enhancement of the physiological indicators in control group. The mean physiological indicator of the case students are very close to each other and there is no significant relationship between them (3,15).

The results showed that the relaxation methods reduce the student anxiety, this study has conformation with the other studying (8,14,13). Relaxation is formed by slackening muscles and ignoring the nearby motivating and provoking things, it is also done by focusing on positive thoughts while encountering stress, this gives courage to the individuals and cause them to have less stress and become more confident and have more peace and tranquilization (15, 16). Relaxation responses are a physiological phenomenon that becomes activated by nervous system and parasympathetic and the result is the reduction of anxiety by endorphin secretion and muscles slacken along with the comfort and peace (14) therefore the person gets the necessary information and knowledge about the situation and his/ her interpretation of the situation and condition will be less and less dangerous (8). So teaching the nursing students the methods of collation with stress and teaching them the important skills that can calm them and give them relaxation, they are all necessary for the nursing students because the reduction of stress and anxiety causes the enhancement of concentration and focusing on things and memory becomes reinforced therefore learning can become achieved more easily and it causes the students to have better feelings (3).

This study has some limitations and of its limitation, it can be pointed to its minimum sample size and its no probability sampling so according to the methods of confrontation such as muscle relaxation is related to some different factors and are different in different cultures, therefore it is suggested that generalization should be done on more students.

Conclusion:

As the clinical experiences such as changing the educational place, can cause anxiety in the students and this problem can sometimes be led to negative consequences in learning and job motivations and educations, therefore according to the result of this study, it is better if the students are trained and taught how to confront the problems and difficulties and they are to be taught how to employ the relaxation exercises to calm themselves and their muscles at the time of facing anxiety.

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