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RESEARCH ARTICLE

A QUASI- EXPERIMENTAL STUDY TO ASSESS THE EFFECTIVENESS OF LAUGHING ON STRESS REDUCTION AMONG G.N.M 1ST YEAR STUDENTS OF SELECTED NURSING INSTITUTES OF DISTRICT SANGRUR, PUNJAB, 2015

Ravneet Kaur, Sidaveerappa Tuppad and *Simarjeet Kaur

Department of Psychiatric Nursing National Institute of Nursing, Sangrur, Punjab, India

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*Corresponding author:
Simarjeet Kaur

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ABSTRACT

Background: Stress is any situation in which a non-specific demand requires an individual to respond or take action. Stress can lead to negative or counterproductive feelings or threaten emotional well being.

Objectives of the study were

- To assess the level of stress among G.N.M 1st year students.
- To administer laughing among G.N.M 1st year students.
- To assess the level of stress after the administration of laughing among G.N.M 1st year students.
- To find out association between effectiveness of laughing on stress reduction among G.N.M 1st year students with their selected socio-demographic variables.

Methods: Quasi-experimental (Non-randomized pre test-post test control group) design was selected for the study; the study was conducted in selected nursing institutes of district Sangrur, Punjab. Sixty G.N.M 1st year students through convenient sampling technique who met the inclusion criteria were included in the study. Data was collected by using Stress Scale. Data was analyzed using descriptive statistics and inferential statistics. **Results:** In experimental group post test mean score of stress was 57.37 that was less than the pre test mean score of stress that was 74.23 so it was concluded from study results that laughing was effective to reduce stress among G.N.M 1st year students. There was no significant association between effects of laughing on stress among G.N.M 1st year students with their selected socio-demographic variables. **Interpretation:** The result shows that there was significant difference between the pre test mean score of stress and post test mean score of stress in experimental among G.N.M 1st year students after the administration of laughing. **Conclusion:** The study shows that there was significant decrease in the level of stress among G.N.M 1st year students after the administration of laughing; hence laughing is effective in the reduction of stress.

INTRODUCTION

“My body needs laughter as much as it needs tears. Both are cleansers of stress”.

Mahogany Silver Rain

Stress is any situation in which a non-specific demand requires an individual to respond or take action. Stress can lead to negative or counterproductive feelings or threaten emotional well being. It can threaten the way a person normally perceives reality, solve problems, and think in general and person relationships and sense of belonging. In addition, stress can threaten a person's general outlook on life, attitude toward loved one, and health status.⁴ The amount of stress experienced may be influenced by the individual's ability to effectively cope with stressful events and situations. Students are subjected to different kinds of stressors such as the pressure of academics with an obligation to succeed, an uncertain future and difficulties of integrating into the system.

The students also face social, emotional, physical and family problems which may affect their learning ability and academic performance. Too much stress can cause physical and mental health problems, reduce self-esteem and may affect students academic achievement. Adolescence is a stage of human development that occurs between childhood and adulthood. Adolescence is generally viewed as a stage where young people experience rapid growth of their body and mentality to full maturity during 12-25 years of age (Liu,2001). In education system, adolescents are those receiving education in junior high schools, senior high schools, vocational high schools, colleges or universities. Due to fast physical changes and mental development at this stage, students may sometimes experience incompatibility of their mental development with their physical changes or with the social environment and thus suffer from problems arising from inadequate adaptations. These may further cause psychological troubles like stress and even induce deviant behaviors.

Anne Marie Thew (2008) conducted a study to measure levels of stress in first year student nurses using a quantitative approach and the results shown that there were four main stress related factors including clinical learning environment, academic stress, and stress among nursing diploma students and stress due to interpersonal relationships. The clinical learning experience was identified by several students as a major source of stress. Laughing is the simplest, easiest and cheapest way to manage day to day life stress. A smiling face can lighten up others sad face, a caring heart can stop others cry, but only a laugh can reduce his own stress. The economic way to put off all the stress is through relaxation and the best way for a healthy relaxation is through laugh. Laughing is an excellent way to reduce stress in our lives, and can help you to cope with and survive a stressful life style.

Need of the study

Modern life is full of stress and this can cause lot of problems in life. The student's life is full of stress too. This stress cause lots of problems in the students with the result they feel over burden of studies, sometimes they do not get proper support and love from parents. Their parent put unnecessary pressure upon them related to their studies. Therefore, to overcome stress laughing can be practices as it brings life in a steady position.

American Medical Association (2008) studies have shown that the stress is experienced by all the individuals in various periods of life, nursing students also experience stress related to new living environment, life style, health, academic performance, competition, career selection, and relationships with peer group, high expectations from parents etc.

Patty Pits (2008) concluded from his study that tension and pressure as the frequent comparison of nursing students. The study was conducted in America on the stress level of health professionals and has ranked the nursing students at the top second. All students respond differently to these stressors according to their age, sex, personality, family, social status. Some are unable to cope with these stressors and inadequate coping leads to anxiety, withdrawal, frustration, aggression, lack of motivation, low self esteem, physical illnesses and poor coping skills such as drug use and alcohol abuse. While reviewing the research studies regarding stress among nursing students, it has been identified that there are number of students who are having stress and anxiety. So there is need to implement laughing on the students to reduce the level of stress and make their life free from stress, tension and worries.

Statement of the problem: A quasi-experimental study to assess the effectiveness of laughing on stress reduction among G.N.M 1st Year students of selected nursing institutes of district Sangrur, Punjab, 2015.

Aim of the study: To evaluate the effectiveness of laughing on stress reduction among G.N.M 1st year students.

Objectives

- To assess the level of stress among G.N.M 1st year students.
- To administer laughing among G.N.M 1st year students.
- To assess the level of stress after the administration of laughing among G.N.M 1st year students.

- To find out association between effectiveness of laughing on stress reduction among G.N.M 1st year students with selected socio-demographic variables.

Operational definitions

- **Assess:** To determine the value, significance and extent.
- **Effectiveness:** It is extent to which the stress among G.N.M 1st year students will be reduced with the administration of laughing.
- **Stress:** A state of mental or emotional strain or tension resulting from adverse or demanding circumstances.
- **Laughing:** To express certain emotions, especially mirth and delight by a series of spontaneous, usually unarticulated sounds often accompanied by corresponding facial and bodily movements.
- **Stress Reduction:** Stress reduction refers to various strategies that counteract this response and produce a sense of relaxation and tranquility.

Hypothesis

- H₁** There will be significant difference between stress score before and after the administration of laughing.
- H₀** There will be significant association between effects of laughing on stress reduction among G.N.M 1st year students with their selected socio-demographic variables.

Scope of the study

- The result of this study can have great implications in nursing education which can guide student nurses about laughing and its techniques so that they can reduce the stress of daily life.
- This can put emphasis on the importance and need of utilization of different relaxation techniques in daily life to manage stress.
- This can contribute in stress reduction among nurses, patients and their family members.
- This can stimulate further research in the field of utilization of relaxation techniques in stress reduction.

Summary

This chapter dealt with the statement of the problem, objectives, operational definitions, hypothesis, conceptual framework, and scope of the study. The following chapter deals with the review of related literature.

MATERIALS AND METHODS

This chapter deals with the methodology of the present study which includes research Design, research setting, target population sample size, sampling technique, inclusion criteria and exclusion criteria, socio-demographic variables, development of tool, description of tool, criterion measure, content Validity, ethical consideration, pilot study, reliability of tool data collection procedure and plan of data analysis.

Setting: The study was conducted at selected nursing institutes of district Sangrur, Punjab.

Population: Population is the total number of people who meet the criteria that the researcher has established for the study, from whom subjects will be selected and to whom the

findings will be generalized (Polit, 1999). The population in this study includes Life Guard Institute of Nursing and National Institute of Nursing, Sangrur, Punjab.

Sample and sampling Technique: Sample is the subject of the units that comprise the population (Polit, 1999). Sampling is a process of selecting a subset of the population to obtain data regarding the problem (Polit, 1999). Convenient sampling technique was used to collect the data. The sample in the study consisted of sixty G.N.M 1st Year students.

Inclusion Criteria: Students who were willing to participate in research study and having mild, moderate stress.

Exclusion Criteria: Those were not present at the time of data collection and having severe stress.

Development of the Tool: The following steps were adopted in the development of the tool:

- Review of literature
- Discussion with experts
- Construction of tool
- Content validity
- Reliability

Construction of Tool: The tool was developed based on the review of literature and discussion with experts. It comprised of two parts:-Socio-demographic variables with 6 items and stress scale consists of 20 items.

Content validity: Content validity is refers to the extent to which an instrument measures what it is supposed to measure (Polit, 1999). The tool along with stress scale was submitted to experts to establish the content validity. The experts were requested to verify the items for their relevance, accuracy, and appropriateness. There was 100% agreement on almost all items, but suggestions were given to modify a few items. Based on the suggestions given by experts modification was done in the tool.

Establishing reliability of the tool: Reliability is the degree of consistency that the instrument or procedure demonstrates. Reliability of the tool was carried out among 06 G.N.M 1st year students from multipurpose health worker female training school, Sangrur. Split half technique was used to estimate the reliability of the stress scale. Karl's Pearson co-efficient of correlation and Spearman brown prophecy formula was used to determine the reliability. The value obtained was 0.85. Hence the tool is considered reliable.

Description of the final tool: The final tool consisted of the following two parts:

Tool-I: Socio-Demographic Variables.

Tool-II: Stress scale consists of 20 items to assess the level of stress among G.N.M 1st Year students. Five points rating scale was used to assess the stress among students.

Development of Stress Scale: Stress Scale was developed based on the review of literature. The steps adopted in the development of structured teaching programme were:

- Preparation of first draft of Stress Scale
- Editing
- Preparation of final draft of Stress Scale.

The objectives of the pilot study were:

- To find out how much time is needed to assess level of stress for one student.
- To identify whether the subjects understood statements of stress scale.
- To refine the tool.

Prior to the pilot study, permission was obtained from the concerned authority. The purpose of the pilot study was explained to the subjects prior to the study, to obtain their cooperation, an informed consent was taken from all the participants. After obtaining the consent, stress scale was administered to the students. Each participant took about 20 minutes to complete the stress scale. After that laughing was administered to the students and after 1 week again stress level was assessed in the students. The study was found to be feasible and practicable. No modification was made in the tool after the pilot study. Data analysis was done by using descriptive and inferential statistics.

Data collection process: A formal written permission was obtained from the Principals of selected nursing colleges of district Sangrur. Data was collected in the first week of February, 2015. The investigator personally visited the nursing colleges and introduced herself to the principal and explained the purpose of the study. Prior to data collection, the investigator familiarized her with students and explained them the purpose of the study. She requested the participants' full cooperation and assured them confidentiality of their response. An informed consent was obtained from the subjects. The investigator was motivated throughout the study by the cooperation of the subjects and their positive response. The subjects were very cooperative and showed much interest in the study. The investigator was satisfied and happy with the cooperation, interest and appreciated from others. The data collected was compiled for data analysis.

Plan for data analysis: Data was planned to be analyzed on the basis of objectives and hypothesis.

- Demographic variables were analyzed in terms of frequency and percentage and presented in the form of tables and figures.
- The stress level was assessed in frequency and percentage and standard deviation and presented in the form of tables and figures.
- The association between knowledge and selected variables were analyzed by t test and Chi Square test.

Organization of findings: The data is analyzed and presented under the following headings.

Section III: Association between effectiveness of laughing on stress reduction among G.N.M 1st year students with their selected Socio- demographic variables.

RESULTS

The mean pre test level of stress in experimental group was 74.23 and the mean post test level of stress in experimental group was 57.37 that shown the laughing is effective to reduce the stress among G.N.M 1st year students.

Section 1. The Socio-demographic variables

Variable	Control Group		Experimental Group	
	f	%	f	%
1. Age (in years)				
a.17-18	15	50%	15	50%
b.19-20	13	43%	12	40%
c.21or above	02	07%	03	10%
2. Gender				
a. Male	0	0	0	0
b. Female	30	100%	30	100%
3. Religion				
a. Sikh	29	97%	30	100%
b. Hindu	01	3%	0	0
c. Christian	0	0	0	0
d. Muslim	0	0	0	0
4. Stream in +2				
a. +2 Arts	30	100%	29	97%
b. +2 Vocational	0	0	01	3%
c. +2 Commerce	0	0	0	0
d. +2 Medical	0	0	0	0
5. Type of Family				
a. Joint	8	27%	07	23%
b. Nuclear	21	70%	18	60%
c. Extended	1	3%	05	17%
6. monthly Family Income (in rupees)				
a.5000-10000	15	50%	19	63%
b.10001-15000	11	37%	4	13%
c.15001-20000	03	10%	6	20%
d.20001-25000	01	3%	1	3%

Section II: Level of stress among students

Pre test level of stress

N=60

Level of Stress	Experimental Group	Control Group
Severe (75-100)	16 (53.3%)	16 (53.3%)
Moderate (48-74)	14 (46.7%)	14 (46.7%)
Mild (20-47)	0 (0%)	0 (%)

Post test level of stress

N=60

Level of Stress	Experimental Group	Control Group
Severe(75-100)	0 (0%)	19(63.3%)
Moderate (48-74)	29 (96.7%)	11(36.7%)
Mild(20-47)	1(3.3%)	0 (%)

Section III: Association between effectiveness of laughing on stress reduction among G.N.M 1st year students with their selected Socio- demographic variables. In pre test and post test level of stress in experimental group the type of family was found significant otherwise, there was no association found between the effectiveness of laughing on stress reduction among G.N.M 1st year students with their selected socio-demographic variables.

Summary

This chapter dealt with analysis and interpretation of the data collected from 60 G.N.M 1st year students of selected nursing institutes, Sangrur, Punjab. Descriptive and inferential statistics were used for analysis. It was shown that there was difference between the pre test and post test level of stress of the respondents in experimental group after the administration of laughing. Hence, Laughing was effective to reduce stress among G.N.M 1st year students.

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