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A study to assess the effectiveness of self-instructional module on knowledge regarding effect of outdoor games in stress and anxiety reduction among students at SRM College of nursing, Kattankulathur, Chengalpattu district

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Abstract

Introduction: Most people and students experience stress and anxiety from time to time. Stress is any demand placed on your brain or physical body. People and students can report feeling “stressed” when multiple competing demands are placed on them. The outdoor as a physical or social setting may meet the needs of physical health, self-sufficiency, risk-taking, the building of social ties and need achievement (such as practicing, enhancing and challenging skills, testing stamina and endurance and seeking adventure or excitement). The outdoors can be an environment in which people” show what they can do”.

Objective of the study

1. To assess the pre-test knowledge of students regarding effect of outdoor games in stress and anxiety reduction.
2. To assess the effectiveness of self-instructional module on knowledge of students regarding effect of outdoor games in stress and anxiety reduction.
3. To find the association between post-test level of knowledge with their selected socio demographic variables of the study.

Methods: An evaluative approach with pre experimental one group pre-test and post-test design was used with simple random sampling technique to select the sample (N=84). A structured knowledge questionnaire was used to assess the knowledge and SRM College of Nursing administered to find its effectiveness. The collected data was analysed by using descriptive and inferential statistics.

Results: The mean percentage of post-test knowledge score (22.95%) was higher than the mean percentage of pre-test knowledge scores (12.90%). The calculated ‘t’ value is greater than the table value (20.580). It shows significant difference between mean pre and post knowledge scores. (calculated X² value are showed). There was significant association formed between type of the family, residential area and source of information respondents with their pre-test knowledge.

Conclusion: The finding of the study shows a deficit in knowledge of students before administration of SRM College of Nursing. The results indicated that the SRM College of nursing was effective in increasing the knowledge of students on effect of outdoor games in stress and anxiety reduction.

Keywords: Effectiveness, knowledge, stress and anxiety among students, outdoor games, stress and anxiety

Introduction

Most people and students experience stress and anxiety from time to time. Stress is any demand placed on your brain or physical body. People and students can report feeling “stressed” when multiple competing demands are placed on them. The feeling of being “stressed” can be triggered by an event that makes you feel frustrated or nervous. It can be a reaction to stress, or it can occur in people who are unable to identify significant stressors in their life. No matter how major or minor an exam is, it tends to degree of anxiety to every Students. The level of the anxiety of each student is due to various factors, such as gender, age, level of education^[1].

The use of the term stress is now so integrated into our thoughts, sometimes feels it has always been there, in fact, stress as we currently think of it, is a relatively new concept and is one that occurs in students. From the large number of stresses faced by students and young

adult, academic stress emerges as significant health problem. In recent years, it has been estimated that 10% to 30% students experience academic related stress that affect their academic burden or pressure, unrealistic ambitions. Limited opportunities, high competitiveness is some of the source of stress which creates tension, fear and anxiety [2].

Stress is an individual's physical, mental and emotional reaction to a condition that disturbs the normal equilibrium. If stress is intense, continuous or repeated, if the person is unable to cope or if support is lacking, then it becomes a negative phenomenon leading to physical illness and psychological disorders. Stress is nothing but a state of mental and emotional strain. Playing stress relief games to reduce stress is a good way to rid the body and mind of exhaustion, anxiety and depression games relieve stress a lot faster than traditional relaxation techniques or methods. Games provide effective and instant stress relief solutions [3].

Norrholm SD, Ressler KJ. (2009) [4]. The average age of onset for many mental health conditions is the typical college range of 18 to 24 years old, said Courtney Knowles, infect, according to national institute of mental health, 75 percent of all individuals with an anxiety disorder will experience symptoms age 22 as cited. According 2007

America college health association survey 45 percent of women's and 37 percent of men's felt so depressed that it was difficult to function. The study aims to reduce suicide, stress, depression and anxiety and improve mental health for college students [4].

Outdoor games may also be pursued for the purposes of finding peace in nature, enjoying life and relaxing. Outdoor games are also frequently used as a medium in education and teambuilding. The outdoor as a physical or social setting may meet the needs of physical health, self-sufficiency, risk-taking, the building of social ties and need achievement Such as practicing, enhancing and challenging skills, testing stamina and endurance, and seeking adventure or excitement). The outdoors can be an environment in which people "show what they can do [5]".

Materials and Methods

An evaluative approach with pre experimental one group pre-test and post-test design was used with simple random sampling technique to select the sample (N=84). A structured knowledge questionnaire was used to assess the knowledge and SRM College of Nursing administered to find its effectiveness. The collected data was analysed by using descriptive and inferential statistics.

Results

Table 1: Frequency and percentage distribution demographic variables of students n = 84

S. No.	Demographic Variables	Class	Frequency	Percentage
1	Age group (Years)	15-16	1	1.2
		17-19	43	51.2
		20-21	40	47.6
2	Gender	Female	51	60.7
		Male	33	39.3
3	Religion	Hindu	59	70.2
		Muslim	6	7.1
		Christian	19	22.6
		Others	-	-
4	Types of the family	Nuclear family	64	76.2
		Joint family	18	21.4
		Extended family	2	2.4
		Orphan	-	-
5	Family income per month	Rs.5000 or below	13	15.5
		Rs.5001-10000	30	35.7
		Above 10001	41	48.8
6	Dietary pattern	Vegetarian	7	8.3
		Non-vegetarian	16	19.0
		Mixed	61	72.6
7	Residential area	Rural	47	56.0
		Urban	25	29.8
		Semi urban	12	14.3
8	Types of recreation	Television	11	13.1
		Computer	5	6.0
		Sports	15	17.9
		Mobile	49	58.3
		Others	4	4.8
9	Source of stress & anxiety	Exams	45	53.6
		Teachers behavior	4	4.8
		Parents behavior	8	9.5
		Others	27	32.1
10	Sources of information	Electronic media	52	61.9
		Parents / Teachers	14	16.7
		Health professionals	8	9.5
		No information	10	11.9

Table 2: Frequency and percentage distribution of pretest and posttest level of knowledge of students regarding effect of outdoor games in stress and anxiety reduction N = 84

Level of Knowledge	Pretest		Post Test	
	No.	%	No.	%
Inadequate (<50%)	69	82.14	0	0
Moderate (50-75%)	15	17.86	38	45.24
Adequate (>75%)	0	0	46	54.76

Table 3: Effectiveness of self-instructional module on knowledge regarding effect of outdoor games in stress and anxiety reduction among students. N = 84

Knowledge	Mean	S. D	Paired 't' test Value
Pretest	12.90	2.96	t = 20.580 p = 0.0001, S***
Post Test	22.95	2.67	

***p<0.001, S –Significant

Table 4: Association of pretest level of knowledge regarding effect of outdoor games in stress and anxiety reduction among students with selected demographic variables N = 84

Demographic Variables	Inadequate		Moderate		Adequate		Chi-Square Value
	No.	%	No.	%	No.	%	
Age group (Years)							$\chi^2=8.873$ D.F=2 p = 0.012 S*
15-16	1	1.2	0	0	-	-	
17-19	24	28.6	19	22.6	-	-	
20-21	34	40.5	6	7.1	-	-	
Gender							$\chi^2=2.412$ D.F= 1 p = 0.120 N. S
Female	39	46.4	12	14.3	-	-	
Male	20	23.8	13	15.5	-	-	
Religion							$\chi^2=0.160$ D.F=2 p = 0.923 N. S
Hindu	41	48.8	18	21.4	-	-	
Muslim	4	4.8	2	2.4	-	-	
Christian	14	16.7	5	6.0	-	-	
Others	-	-	-	-	-	-	
Types of the family							$\chi^2=7.801$ D.F=2 p = 0.020 S*
Nuclear family	49	58.3	15	17.9	-	-	
Joint family	8	9.5	10	11.9	-	-	
Extended family	2	2.4	0	0	-	-	
Orphan	-	-	-	-	-	-	
Family income per month							$\chi^2=0.012$ D.F=2 p = 0.994 N. S
Rs.5000 or below	9	10.7	4	4.8	-	-	
Rs.5001 – 10000	21	25.0	9	10.7	-	-	
Above 10001	29	34.5	12	14.3	-	-	
Dietary pattern							$\chi^2=0.024$ D.F=2 p = 0.988 N. S
Vegetarian	5	6.0	2	2.4	-	-	
Non-vegetarian	11	13.1	5	6.0	-	-	
Mixed	43	51.2	18	21.4	-	-	
Residential area							$\chi^2=2.337$ D.F=2 p = 0.311 N. S
Rural	34	40.5	13	15.5	-	-	
Urban	15	17.9	10	11.9	-	-	
Semi urban	10	11.9	2	2.4	-	-	
Types of recreation							$\chi^2=4.696$ D.F=4 p = 0.320 N. S
Television	9	10.7	2	2.4	-	-	
Computer	4	4.8	1	1.2	-	-	
Sports	8	9.5	7	8.3	-	-	
Mobile	34	40.5	15	17.9	-	-	
Others	4	4.8	0	0	-	-	
Source of stress & anxiety							$\chi^2=9.923$ D.F=3 p = 0.019 S*
Exams	33	39.3	12	14.3	-	-	
Teachers behavior	4	4.8	0	0	-	-	
Parents behavior	2	2.4	6	7.1	-	-	
Others	20	23.8	7	8.3	-	-	
Sources of information							$\chi^2=3.537$ D.F=3 p = 0.316 N. S
Electronic media	40	47.6	12	14.3	-	-	
Parents / Teachers	9	10.7	5	6.0	-	-	
Health professionals	5	6.0	3	3.6	-	-	
No information	5	6.0	5	6.0	-	-	

*p<0.05, S – Significant, N.S – Not Significant

Discussion

By provision of self-instructional module in SRM College of nursing students, will improve the students' knowledge regarding stress and anxiety and steps to be followed to reduce stress and anxiety by outdoor games. The students had expressed that they were able gain more knowledge regarding effect of outdoor games in stress and anxiety reduction and the teaching enabled them to reflect on their own performance and skills; they had actively participated in the learning process. Significant perceived learning among students had taken place in all aspects of self of instructional module regarding effect of outdoor games in stress and anxiety.

Conclusion

The present study assessed the knowledge of subjects knowledge regarding effect of outdoor games in stress and anxiety reduction among students and found that majority 69 (82.14%) of the subjects had inadequate knowledge in the pore test and maximum 46 (54.76%) number of subjects had adequate knowledge in the post test and concluded that there was a significant improvement in subjects knowledge in the post test after administration of self-instructional module. Thus, the self-instructional module was found to be effective in improving the knowledge regarding effect of outdoor games in stress and anxiety reduction among students.

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Competing Interests

Authors have declared that no competing interests exist.

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