CHAPTER V

SUMMARY AND CONCLUSION

Stress can impair concentration and affect sleep patterns; it can affect a nursing student's performance and cause her to get lower grades. The academic impact might compound the anxiety. Davis (2004) warns that nursing programmes have one of the highest dropout rates because of burnout. Students who cannot handle the stress often become exhausted and quit.

Health professionals especially that of nurses, are subject to strong and controversial feelings. It has been the object of studies due to occupational stress, the ambiguities of the profession and the importance of these professional’s bio-psychological integrity, as they deal with human suffering. Nursing students begin to experience these ambiguities and demands as undergraduates. Knowing that depression can be more common among women living stressful situations in the first years of their adult life, that most nursing professional’s are women and that working in the health area is relatively stressful, since it means dealing with suffering lives, the concern about nursing students having depression is fundamental special attention should be given to the changes in the depressive state among nursing students and their search for frequent clinical services and extra-class activity in the field should be observed (Enfermagem and Preto, 2008).

Stress and irrational anger in nursing students presents a potential teaching-learning problem that requires innovative evidence-based solutions (Shirey, 2007). Anger, an emotion associated with stress, often affects other aspects of everyday life, including the workplace and the educational setting.

The objectives of the research were as follows

- To find out relationship between Stress, Depression, Anger and General Well-being
- To identify the level of Stress in the selected Nursing Students
- To identify the level of Depression in the Nursing Students
- To identify the level of Anger in the Nursing Students
• To assess the level of General Well-being in the Nursing Students

• Positive Therapy helps the selected Nursing Students to manage Stress, Depression, Anger and enhance their General Well-being.

From Fr.Muller’s Nursing College and Dr. M. V. Shetty College of Nursing, Mangalore, Karnataka, 544 female B.Sc. Nursing Students were screened using tools out of which 400 were selected.

To begin with, Case Study Schedule, Stress Inventory, Beck’s Depression Inventory, STAXI and WHO General Well-being Index were administered to 544 female nursing students. Out of them, 400 nursing students with ‘High Stress’ and/or ‘High Depression’, ‘Low General Well-being’ was selected for the action research. They were divided into 13 batches of around 30 nursing students in each batch. The nursing students in all the 120 sessions were given the psychological intervention called, Positive Therapy.

Positive Therapy is a package evolved by Hemalatha (2004), based on the Eastern Techniques of Yoga and Western Techniques of Cognitive Behaviour Therapy. It has 4 strategies namely, Relaxation Therapy, Counselling, Exercises and Behavioural Assignments. Relaxation Therapy involves three steps, Deep Breathing Practice, Relaxation Training and Auto Suggestion. Counselling consists of Rational Emotive Therapy, Thought Stopping, Symptom Stopping, Cognitive Restructuring and Assertiveness Training. In the present study, Rational Emotive Therapy, Thought Stopping and Cognitive Restructuring were used. Exercises include Tension Releasing Exercise, Smile Therapy and Laugh Therapy. Behavioural Assignments were given to have continuity in the therapy. As the subjects were nursing students, techniques to improve their performance, self-confidence, attention and memory, to overcome negative thoughts and handle their assigned responsibilities.

Positive Therapy was given for 9 sessions for 3 weeks on alternative days to 30 nursing students a batch. The duration of each session was 1 hour. The subjects were asked to practice the same at home.
After 9 sessions of Positive Therapy, the nursing students were reassessed using the Case Study Reassessment Schedule, Stress Inventory, Beck’s Depression Inventory and WHO General Well-being Index. The follow-up was done after six months using the same.

CONCLUSION

- There is correlation between Stress and Depression, Stress and Anger, Stress and Well-being, Depression and Anger, Depression and Well-being and Anger and
Well-being Before Positive Therapy

- After Positive Therapy, Stress in most of the Nursing Students had come down to ‘Low’/‘Very Low’ levels

- The most important Causes of Stress were Work load, Hostel Environment and too much of Restrictions

- The Effects of Stress in most of the Nursing Students were Low Self-confidence, Restlessness, Forgetfulness, Lack of Attention and Concentration and Lack of Interest in Activities

- After Positive Therapy, majority of the Nursing Students level of Depression decreased

- After Positive Therapy, majority of the Nursing Students level of Anger decreased

- After Positive Therapy, majority of the Nursing Students level of General Well-being improved

- Stress, Depression and Anger was reduced drastically and General Well-being enhanced after the Positive Therapy

RECOMMENDATIONS

- Positive Therapy was found to be very effective in reducing Stress, Depression, Anger and Enhancing the General Well-being among the Nursing Students and it can be recommended in Schools and Colleges

- A Psychologist/Counsellor can be appointed in the Paramedical Institutions to facilitate sound Physical and Mental health for the Students
• Workshops on Positive Therapy to overcome Stress, Depression, Anger and Enhancement of General Well-being can be conducted for the Staff and Students

• Research applying the same variables as well as other Psychological Variables can be conducted on Nursing Students

LIMITATIONS

Any research will have its own merits and limitations. The limitations of the present study are:

• Positive Therapy can be conducted for other paramedical course students as it helps them in all phases of their life

• The intervention given for 9 sessions helped most of the sample. If it were given for a longer duration, the entire sample would have benefitted