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## EFFECT OF GROUP REALITY THERAPY TRAINING ON ANXIETY AMONG NURSING STUDENTS

**Prof. Sindhu Kuruvilla**  
Principal

### ABSTRACT

**A**nxiety is a major problem in our adolescence group. Reality therapy is an internal control system that determines why and how to choose the options that are set for our lives. This study aimed to investigate the effect of reality therapy on anxiety among first year nursing students. This was pre-experimental study with purposive sampling 30 samples were selected and intervention was given. Results revealed that there was significant difference between the scores of anxiety before and after the intervention ( $p < 0.05$ ). Reality therapy is a method that emphasizes the accountability and the current behavior of individuals through promoting the metacognition and hope.



**KEYWORDS:** reality therapy, anxiety, metacognition, hope.

### INTRODUCTION:

Nursing programs have been cited as being among the most stressful undergraduate programs. Students' knowledge and skills are consistently tested and monitored, and students may fail a course or be dropped from their nursing program if scores are not above a certain standard. Anxiety reactions are common to situations perceived as threatening; however, excessive anxiety may paralyze an individual and interfere with effective learning,

functioning, and testing. Numerous studies have found increased anxiety causes physiological changes including increased respirations and heart rate, and decreased peripheral skin temperature. Two stressors related to nursing colleges are stress of testing and high threshold standards that nursing colleges implement in their curriculum; many programs require that students achieve certain percentages on every examination in order to progress. Thus, testing has high consequences and this may exacerbate any anxiety associated with testing. Test anxiety

may place nursing students at risk for being unsuccessful in their programs due to their inability to demonstrate their knowledge base. Nursing faculty should identify students who are struggling with test anxiety and offer methods of reducing it. Implementing group reality training program for nursing students who suffer from anxiety may help those students learn to control their physiological and psychological reactions associated with anxiety and positively impact attrition rates.

### NEED AND SIGNIFICANCE OF THE STUDY

Anxiety and fear are concentrated emotional experiences that serve critical functions in organizing necessary survival responses (Fendt & Fanselow, 1999). Anxiety is a set of responses that

includes excessive worry, depression, nervousness and irrelevant thinking, to a class of stimuli from an individual's experience of assessment and outcome. There are four main areas of reported stressors which can contribute to anxiety including life style issues, lack of required information, studying style and psychological factors.

The word 'anxiety' is derived from the Latin word "anxieta" which means to chock, trouble and upset and it encompasses behavioural, affective and cognitive responses to the perception of danger. In moderate level, anxiety stimulates an anticipatory and adaptive responses to challenging and stressful events. Excessive anxiety occurs in response to an actual or anticipated situation or as a pathological state. According to Hildegard Peplau, there are mild, moderate and severe levels of anxieties. It is estimated that among the world population, the prevalence rate of anxiety is 16.6%. The prevalence rate of anxiety in India is 18.5% per 1000 population. According to DSM-1V, approximately 3% of people will develop anxiety disorder during a given year and 5% of people will have anxiety at some point in their life. Studies shows that Generalised anxiety disorder may affect people at different rates based on ages. Researchers reported about 20.1% of adolescent boys and 17.9% of adolescent girls experience severe anxiety. They also reported anxiety rate is in moderate level among 15-24 years. Studies also shows that the ratio of Generalised anxiety disorders among female and male is 2:1 respectively.

The physiological symptoms of anxiety are tachycardia, hypertension, palpitations, pain or tightness in the chest, dyspnoea, tightness of neck or back muscles, sweaty palms, trembling, twitching, headache, urinary frequency, nausea and vomiting, diarrhoea, sleep disturbances, decreased appetite, sneezing and fatigue. The cognitive symptoms of anxiety includes forgetfulness, blocking on important details, rumination, poor judgement, decreased concentration, and attention, decreased creativity and decreased productivity.

The emotional signs of anxiety are irritability, depression, feelings of worthlessness, helplessness, hopelessness, angry out bursts, suspiciousness, restlessness, social withdrawal, decreased motivation, crying critical of self or others, self-depreciation and anhedonia.

A cross sectional study was conducted to determine the prevalence of depression and anxiety among nursing students in Greece. The convenient sampling technique was used and the sample size was 170 students and they were given 'The general health questionnaire' and 'State Trait Anxiety Inventory' scale. The results shows that majority of nursing students (71.8%) perceived stress and anxiety.

Literature has shown that not meeting these needs causes a rise in unwanted behaviours and higher levels of anger, disruptive classroom behaviors, and lack of academic performance and motivation explanations of the theory include discussing the five needs that should be satisfied. Every week the goal of the group meeting should be to answer more questions and learn more about themselves as well as why they perform the unwanted behaviors. One way of evaluating progress is through self-evaluations. Every group meeting at the end members should evaluate where they think they need to improve their behaviors and how much they understand what is causing them to behave in that way.

In one research journal Byron Loyd (2005) wanted to find out the effects of the choice or reality theory on high school students perception of the four psychological needs outlined by Glasser. Literature has shown that not meeting these needs causes a rise in unwanted behaviors and higher levels of anger, disruptive classroom behaviors, and lack of academic performance and motivation (2005). Loyd's study found that in three out of four of the needs there was improvement through discussion of the principles. In the areas of Fun, Freedom, and Power students showed a greater understanding of their behaviors and led to a decrease of unwanted behaviors. However, in the area of belonging there was not significant growth in either group (2005). From this research journal Loyd presented recommendations for counselors to use in school settings. More information can be obtained from a longitudinal study of the reality theory and the understanding of the psychological needs.

The literature reviews shows that nursing students have anxiety to some extent. The causes for their anxiety may be individualised.

Thus, reality therapy is a non-invasive and drug free therapy which reduces anxiety. As the literature reviews shows that anxiety is common among nursing students and there are limited number of research studies done for reducing anxiety among the nursing students, the investigator selected this study to assess the effect of this particular therapy in anxiety reduction among nursing students

### STATEMENT OF THE PROBLEM

Effect of group reality therapy training on anxiety among first year BSc Nursing students in Cooperative college of nursing, Thiruvananthapuram

### OBJECTIVES OF THE STUDY

1. To assess the experience and expectations of first year BSc nursing students in Cooperative college of nursing, Thiruvananthapuram
2. To assess the level of anxiety among the students before intervention
3. To assess the level of anxiety among the students after intervention.

### OPERATIONAL DEFINITIONS

**1. Effect :** In this study, effect refers to the extent to which reality group training therapy will reduce the anxiety of first year BSc nursing students.

**2. Reality therapy group training :** The reality therapy approach is based on helping and teaching people how to get along with others more effectively and supporting them in satisfying their internal motivation or basic psychological needs (Wubbolding, 2010) All behaviour is aimed at fulfilling the four psychological needs of belonging, power, fun (or enjoyment), and freedom, as well as the physical need for survival.

In this study the training of students given by dividing the samples into 3 groups, each group consists of 10 students. Students were given an orientation session emphasising purposes, and identifying problems, and also follow up session based on time table of classes. This helping and teaching phase is modified to get along with others more effectively and supporting them in satisfying their internal motivation or basic psychological needs aimed at fulfilling the four psychological needs of belonging, power, fun (or enjoyment), and freedom, as well as the physical need for survival

**3. Anxiety :** Anxiety is a chronic state of tension, which affects both mind and body. In this study, anxiety refers to the unfocused worry such as insomnia, fear of strangers and tension, of the first year BSc nursing students that is not connected to recent stressful events.

**4. First year BSc nursing students :** In this study, first year BSc nursing students refers to the students who had joined to BSc nursing course and studying in first year.

### METHODOLOGY

Research methodology is a way to solve the research problem systematically. This study was designed to evaluate the effect of reality group therapy in terms of anxiety among first year BSc nursing students at Cooperative college of nursing Thiruvananthapuram.

### RESEARCH DESIGN

Pre-experimental design's are studies that aim to evaluate interventions but that do not use randomization. The research design which was adopted for the study is diagrammed as:

Group	Pretest	Treatment	Posttest
One group	✓	×	✓

× - Group reality therapy training

**Setting**

Cooperative College of Nursing Thiruvananthapuram

**Population**

First year BSc nursing students

**Intervention**

In this study the training of students given by dividing the samples into 3 groups, each group consists of 10 students. Students were given an orientation session emphasising purposes, and identifying problems, and also follow up session based on time table of classes. This helping and teaching phase is modified to get along with others more effectively and supporting them in satisfying their internal motivation or basic psychological needs aimed at fulfilling the four psychological needs of belonging, power, fun (or enjoyment), and freedom, as well as the physical need for survival. After ending educational period, students fill in the state-trait anxiety inventory scale questionnaire.

**Sampling procedure-Purposive sampling****Sample size-30 first year students****Assumptions**

1. The study assumes that the first year BSc nursing students have mild to moderate level of anxiety level.
2. The anxiety level of first year BSc nursing students can be assessed by using state trait anxiety inventory Scale
3. The anxiety level of first year BSc nursing students can be reduced by group reality therapy training
4. The physical, psychological and social environment of the first year BSc nursing students will influence their anxiety level.

**Delimitations**

The study is delimited to first year BSc nursing students (18-20 yrs) with anxiety. Instruments intended to be used

- Demographic Proforma.
- Preliminary anxiety, experience and expectation questionnaire
- State trait anxiety inventory Scale is used to assess the anxiety level of the first year BSc nursing students

**RESULTS**

The data was organized, tabulated and analyzed by using descriptive statistics. Mean, standard deviation and two sample 't' test

30 samples were selected based on preliminary test majority (70%) had poor and bitter experience related to their expectation

Out of 30 samples majority 18 (60%) students had high anxiety, 9 (30%) had moderate anxiety and only 3 (10%) had low anxiety in pretest

In posttest majority 20 (67%) students had low anxiety, 7 (23%) had moderate anxiety and only 3 (10%) had high anxiety.

t' value is .44 which was significant at 0.05 level. There was a significant difference between the pretest and the post test group, so, statistical hypothesis was rejected and study hypothesis was accepted. The results showed that reality therapy group training is effective in reducing the anxiety of 1 year BSc nursing students.

**CONCLUSION**

In conclusion, this study has revealed that nursing students have self reported anxiety. The range for the State Trait Anxiety Inventory is 20 to 80 and the range recorded in this study across first year bsc nursing was 20 to 78. The change in anxiety of the students after the reality group training was positive indicated they would be using the techniques in the future. For nurse educators it is important to identify those students who suffer from

anxiety and teach them strategies to decrease their anxiety. Reality therapy is an easy, inexpensive way to help students take control of their physiological stress and become relaxed. In conclusion, the students responded well to the training sessions and indicated that this is a skill they will use not only for nursing college, but in other aspects of their lives as well.

### LIMITATIONS OF THIS STUDY

- Random selection and True experimental study was not done
- Intervention was done only on few days
- Extraneous variables such as environmental conditions, nursing staff, and physical conditions, time of day, month, and year cannot be controlled and may not even be identified, and may affect the results.
- This study was conducted in one nursing college of Thiruvananthapuram city (girls and boys), so, the results of this study can only be generalized for this city;
- Participating students in the study (especially boys) were not always in regular order.

### NURSING IMPLICATIONS

#### Nursing Practice

- + Health promotion focuses on cooperation, collaboration, and coordination.
- + The finding will help the nursing professional to utilize this technique in various settings
- + The finding of the study enlightens the fact that reality group training therapy can be used to cope up with anxiety among students.
- + Helps to modulate the counseling to facilitate normal adjustment process with minimal invasive intervention during stress and anxiety

#### Nursing education

Elucidation of theory and practice is a vital need and it is important to nursing education. This study emphasizes among learners to develop observational skills and develop systemic assessment which help them to know the need and to render counseling to students who have stress and anxiety. The curriculum is responsible for preparing the future nurses with more emphasizing the preventive and promotive health practices. The result of the study emphasizes the need for correlating the concepts in order to understand and advice on nursing profession

- + Helps to know literature related to non-pharmacological measures to relieve anxiety in a holistic manner
- + To know the effective utilization of research-based practice.

#### Nursing administration

The nursing administrator who is a member in the planning committee must provide suggestions to have interdepartmental, intra departmental and extra departmental communication for the development of policies and protocols. The counseling cell in the nursing service department can be facilitated by the data obtained from the study.

- + To formulate policies and protocols
- + To conduct seminar, workshops on non-pharmacological management.
- + To provide opportunities for nursing faculty to attend training programme on counseling & behavioral therapies.

#### Nursing research

Nursing is involved in every issue due to changes in health care delivery system, advancement of technology, development of newer modalities in nursing care. It is hoped that a greater use of techniques can contribute to better outcomes, lower costs, and higher students satisfaction. Continued investigation is needed to determine strategies that are safe and effective and enhance students satisfaction during the training period, which is one of life's most memorable and challenging experiences.

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