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# EFFECTIVENESS OF MEDITATION ON CLINICAL POSTING STRESS AMONG FIRST YEAR NURSING STUDENTS AT SELECTED COLLEGE, COIMBATORE

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## ABSTRACT

The present study was conducted to evaluate the effectiveness of meditation on clinical posting stress among first-year Nursing students at a selected college in Coimbatore. A pre-experimental one-group pre-test and post-test design was adopted with 30 students. The study aimed to assess the level of clinical posting stress, evaluate the effectiveness of meditation and determine the association between pre-test stress scores and selected demographic variables. The intervention consisted of deep breathing and yoga meditation for 30 minutes daily for 14 consecutive days. Data were collected using a structured tool and analyzed using descriptive and inferential statistics. In the pre-test, 17(56.67%) students had moderate stress and 13(43.33%) had mild stress. In the post-test, 24(80%) had low stress and 6(20%) had mild stress. The mean stress score decreased from 40.93 to 18.23, with a mean difference of 22.7. The paired 't' value was 16.64 ($p<0.05$), indicating a significant reduction in clinical posting stress following meditation. Significant associations were found with gender, course, previous knowledge of meditation and clinical posting hours.

## KEYWORDS

Effectiveness, Meditation on clinical posting and First-year Nursing students.

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## INTRODUCTION

Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity. Mental health is an essential component of overall health and enables individuals to cope with daily stress, maintain relationships, perform responsibilities effectively and lead a productive life. For nursing students, good mental health is particularly important because nursing requires emotional stability, clinical competence,

critical thinking, communication skills and compassionate patient care.

Nursing education combines theoretical learning with clinical practice. Clinical posting provides students with opportunities to apply theoretical knowledge in real-life healthcare settings under the supervision of clinical instructors and staff nurses. Students learn patient assessment, nursing procedures, medication administration, communication, documentation, infection prevention, teamwork, and professional behaviour. However, the transition from classroom learning to clinical practice can be stressful, especially for first-year nursing students who have little or no previous clinical experience.

Clinical posting stress refers to the physical, emotional, psychological, and behavioural responses experienced when students perceive clinical situations as challenging or beyond their coping abilities. First-year nursing students may experience fear of making mistakes, fear of harming patients, anxiety about clinical evaluation, difficulty communicating with patients and healthcare professionals, unfamiliar hospital environments, workload, long clinical hours, fear of infection, academic demands, and difficulty adapting to hostel or hospital life. Excessive or prolonged stress may lead to fatigue, sleep disturbances, anxiety, poor concentration, reduced confidence, decreased motivation, poor academic performance, and burnout, which may ultimately affect the quality of patient care.

Stress management strategies such as physical exercise, relaxation, adequate sleep, counselling, peer support, time management, yoga, mindfulness and meditation can help students cope with stress. Meditation is a simple, safe, inexpensive and non-pharmacological technique that promotes relaxation, emotional balance and psychological well-being. Deep breathing meditation involves slow and rhythmic breathing that promotes relaxation and helps reduce anxiety and stress. Yoga meditation combines physical postures, breathing exercises and mental concentration, thereby improving concentration, emotional control, self-awareness, and stress tolerance.

Studies have reported that regular meditation can help reduce perceived stress and anxiety while improving concentration, emotional regulation, sleep quality and overall well-being. Since meditation requires minimal time and no special equipment, it can be easily incorporated into nursing education and clinical settings. A structured meditation programme may therefore help first-year nursing students develop better coping skills and adapt more effectively to clinical challenges.

The investigator observed that many first-year nursing students experienced nervousness, fear, anxiety, lack of confidence, and emotional stress during clinical postings. This observation motivated the investigator to explore meditation as a practical intervention for managing clinical posting stress. Therefore, the present study entitled "Effectiveness of Meditation on Clinical Posting Stress among First Year Nursing Students at Texcity School and College of Nursing, Coimbatore" has been undertaken to evaluate the effectiveness of a structured meditation programme in reducing clinical posting stress among first-year Nursing students.

## NEED OF THE STUDY

Stress is one of the most common psychological challenges experienced by nursing students, particularly during their first clinical postings. Clinical training is an essential component of nursing education, enabling students to apply theoretical knowledge in real healthcare settings. However, the transition from classroom learning to clinical practice exposes students to unfamiliar environments, patient-care responsibilities, fear of making mistakes, workload and continuous evaluation by faculty and clinical staff.

First-year nursing students are particularly vulnerable to clinical posting stress because they have limited clinical experience and are still developing professional knowledge and skills. Excessive stress may affect students' confidence, communication, decision-making, concentration, academic performance and psychological well-being. If unmanaged, prolonged stress may contribute to anxiety, emotional exhaustion, poor academic

performance, absenteeism, and reduced motivation towards the nursing profession.

Joseph and Thomas *et al*, (2019) conducted a descriptive study among 180 nursing students in selected nursing colleges in South India. The findings showed that 55% experienced moderate stress, 22% mild stress and 23% severe stress. Major stressors included clinical workload, academic requirements, examinations, lack of sleep, fear of failure, and difficulty adapting to the hospital environment. The authors recommended structured stress-management interventions to improve students' psychological well-being.

Ramakrishnan *et al*, (2024) conducted a quantitative cross-sectional study among 243 nursing students to assess academic stress and self-esteem. The study found that 50.2% experienced moderate academic stress, with significant associations between stress and factors such as age, year of study, and place of residence. The study emphasized the importance of psychological and academic support for nursing students.

Meditation is a simple, safe, inexpensive and easily accessible method for managing psychological stress. Deep breathing and yoga meditation promote relaxation, improve emotional regulation, concentration, and coping abilities. A systematic review and meta-analysis by Ab Latif (2024), involving 41 controlled studies among nursing students, reported that stress-management interventions, including meditation and mindfulness-based practices, significantly reduced psychological stress and improved mental well-being.

Suryawanshi (2023) conducted a pre-experimental study among 60 first-year nursing students to evaluate the effectiveness of mindfulness movement on stress. The findings showed a marked reduction in stress following the intervention, supporting the usefulness of mindfulness-based approaches in managing stress among first-year nursing students. A 2026 network meta-analysis also reported that mindfulness-based stress reduction and mindfulness meditation were effective in reducing stress among nursing students compared with control groups.

During clinical experience, the researcher observed that first-year B.Sc. Nursing students experienced nervousness, fear, anxiety, hesitation while performing procedures, difficulty communicating with patients, and stress related to clinical evaluation. These observations highlighted the need for a simple, practical and evidence-based intervention that can be incorporated into nursing education.

Deep breathing and yoga meditation require minimal resources and can be easily incorporated into students' daily schedules. A structured programme of 10 minutes of meditation daily for 14 consecutive days may help reduce clinical posting stress, improve emotional well-being and concentration, and promote better clinical learning.

Therefore, the researcher considered it necessary to conduct the present study entitled "Effectiveness of Meditation on Clinical Posting Stress among First Year Nursing Students at Texcity School and College of Nursing, Coimbatore".

## STATEMENT OF THE PROBLEM

Effectiveness of meditation on clinical posting stress among first year Nursing students at selected college, Coimbatore.

### Objectives

To assess the level of clinical posting stress among first year Nursing students.

To evaluate the effectiveness of meditation on clinical posting stress among first year Nursing students.

To find out the association between pre test scores on Level of clinical posting stress among first year Nursing students with selected demographic variables.

### Hypothesis

**H1:** There will be significant difference between the pre- test and post test scores on

Level of clinical posting stress among first year Nursing students.

**H2:** There will be a significant association between the pre test scores on level of

Clinical posting Stress among first year Nursing students with selected demographic variables.

## RESULTS AND DISCUSSION

This study evaluated meditation's effectiveness on clinical posting stress among 30 first-year B.Sc. Nursing and DGNM students in Coimbatore using a one-group pre-test post-test design. Intervention was 30 min daily meditation for 14 days. Pre-test showed 43% had mild and 56% moderate stress (Mean 40.93, SD 8.09). Post-test mean was 18.23 with mean difference 22.7; paired 't' value 16.64 ($p<0.05$) proved meditation significantly reduced stress. Significant association was found with gender, course, previous meditation knowledge and hours spent for clinical posting per day; no association with age, physical activity, reason for choosing nursing, and hours of sleep.

**Table No.1: Frequency and percentage distribution of pre test scores on level of Clinical posting stress among the samples**

| S.No | Level of clinical posting stress | Pre-test | | Post-test | |
|---|---|---|---|---|---|
| | | Frequency (f) | Percentage (%) | Frequency (f) | Percentage (%) |
| 1 | Low clinical posting stress | 0 | 0 | 24 | 80 |
| 2 | Mild clinical posting stress | 13 | 43.33 | 6 | 20 |
| 3 | Moderate clinical posting stress | 17 | 56.67 | 0 | 0 |

**Table No.2: Mean, standard deviation mean difference and 't' value of pre and post test scores on the level of clinical posting stress among first year Nursing student (n=30)**

| S.No | Variables | Mean | Standard deviation | Mean difference | 't' value |
|---|---|---|---|---|---|
| 1 | Pre-test | 40.93 | 8.09 | 22.7 | 16.64* |
| 2 | Post-test | 18.23 | 4.83 | | |

*Significant $P<0.05$ level

## METHODOLOGY




**Graph No.1: Schematic representation of research methodology**

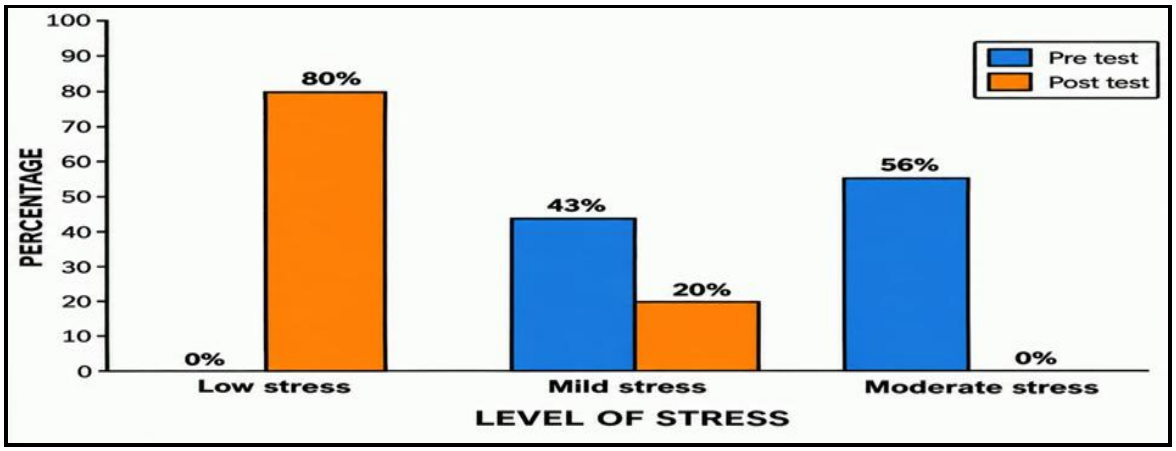



**Figure No.1: A Column diagram showing the percentage distribution of samples in terms of their pre-test and post test score of level of stress**

## CONCLUSION

Based on the analysis of the findings the following conclusion was drawn. The study proved that majority of the have the moderate level stress during clinical posting. Meditation was helpful to reduce the stress level of the students. Therefore, it is concluded that there was a significant reduction in clinical posting stress through Meditation among first year B.Sc Nursing students.

## RECOMMENDATION OF THE STUDY

Similar kind of study can be conducted with large sample for generalization

Similar kind of study can be done in various students.

Study can be conducted on large scale for better generalization.

A Similar study can be conducted as comparative study between male and female first year B.Sc Nursing students.

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## CONFLICT OF INTEREST

We declare that we have no conflict of interest.

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