

Chapter V

Summary and Conclusion

The present study intended to explore the extent to which Cognitive Behaviour Therapy programme that can help the nursing students to manage their test anxiety, stress and enhance achievement motivation. Cognitive Behaviour Therapy played a major in dealing with the aspects of understanding the concepts involves in test anxiety and various methods to cope up using few techniques learnt through Cognitive Behaviour Therapy programme. It helps the nursing students understands the major causes of stress triggering events and its consequences over various situations such as academic stress, stress caused by family, environmental stress, hospital duty shift stress, patient handling stress, financial stress, and so on. Among various events and contributing factors, the nursing students were also taught with an important factor called achievement motivation. This module helped them to set a clear goal and take a step ahead with a clear goal setting and aim.

Objectives

- To assess Stress, Test Anxiety and Achievement Motivation among Nursing Students
- To find out the efficacy of Cognitive Behaviour Therapy in reducing test anxiety and stress enhancing achievement motivation among nursing students.

Hypotheses

The following are the hypotheses have been framed to fulfill the above stated objectives

1. There will be a significant reduction in test anxiety among nursing students in before, after and follow-up without control group through Cognitive Behaviour Therapy.
2. There will be a significant reduction in stress among nursing students in before, after and follow-up without control group through Cognitive Behaviour Therapy. There will be a significant reduction in Financial Stress, Family Stress, Social stress, Education Stress, Ego Threat, Bereavement, Separation Stress, Personal Setback, Health Of Others among nursing students in before, after and follow-up without control group through Cognitive Behaviour Therapy.

3. There will be a significant improvement in Achievement Motivation among nursing students in before, after and follow-up through Cognitive Behaviour Therapy
4. Cognitive Behaviour Therapy will reduce Test Anxiety, Stress and Enhance Achievement Motivation among Nursing Students.

Research Design

The present study adopted the research design as Before, After and Follow-up without control group research design (Kothari, 2020). The nursing students were assessed before the program by using respective tools and those scored high in test anxiety and stress, and those score low in achievement motivation were screened. Cognitive Behaviour Therapy was administered for the selected nursing students. Fifteen sessions were taken whereas effectiveness of Cognitive Behaviour Therapy was assessed on three intervals i.e., before, after and follow-up. Informed consent from developed by the researcher, providing a brief description of the purpose and procedure of the research, obtaining their consent to take part in the research and also explaining their rights to withdraw from the research if they are willing to. The scale was developed by Sharma(2000). It includes 25 statements each having 5 response opinions ranging from minimum to maximum test anxiety. The Student Stress Scale has developed by Manju Agarwal (2012). It includes 64 questions to be answered to only if the participants has experienced stressful situations in the past year. Achievement motivation scale was constructed by Bhargava (2009). The test comprises of 50 unfinished sentences or items that must be completed by the students by checking one of the three options provided next to each item.

Procedure

From Baby Nurse Memorial College, Kozhikode, Kerala, initially 150 nursing students were screened, and the purpose of the research study was explained to them. The adolescent boys who showed willingness to take part in the research. The psychological tools were administered for 150 nursing students. Out of 150 nursing students, 52 of them scored high in test anxiety, stress and those students who scored less in achievement motivation were selected for the intervention and showed willingness to participate in the research. They were asked to read the consent form carefully to obtain their permission for taking part in the research. All 52 nursing students reported regularly and actively participated throughout the intervention programme for all session of before, after and follow-up phases of the study. A month later follow-up was done.

Phase I – Nursing students from Baby Memorial College of Nursing was covered for screening and administered. The following questionnaires, namely demographic data, test anxiety (1971), student stress scale (2012), and achievement motivation (1994). Were used before administering the Cognitive Behaviour Therapy to the nursing students.

Phase II – Cognitive Behaviour Therapy interventions were administered to the nursing students who have scored high in test anxiety, stress and low in achievement motivation

Phase III – after completing the Cognitive Behaviour Therapy programme, the questionnaires used for the before assessment were re-assessed.

Phase IV – The follow-up assessment was done after one month from the period of after assessment.

Cognitive Behaviour Therapy

Based on a review of previous research and the efficacy of therapeutic programmes based on Cognitive Behaviour Therapy to bring about change, the idea of applying Cognitive Behaviour Therapy in the selected nursing students was selected. Cognitive Behaviour Therapy includes identifying negative thought, cognitive distortions, relaxation therapy, reverse counting, emotion regulation, SWOT analysis, coping skills, auto suggestions, thought stopping exercises were administered by the researcher.

Statistical Analysis

The data collected was tabulated and analysed using SPSS – 22.0. Mean, Standard Deviation was computed. To test the efficacy of cognitive behaviour therapy, Repeated Measures ANOVA and Bonferroni Post-hoc Analysis was used.

Findings

The results of the study showed that the intervention to the nursing students was found effective. Cognitive behaviour therapy (CBT) can help the students to manage their test anxiety, stress and would enhance their achievement motivation by changing the thought processes and behaviour..

Conclusions

- Cognitive Behaviour Therapy intervention programme was found to be effective in reducing Test Anxiety and helped to score good marks in their academics.
- Cognitive Behaviour Therapy was effective in reducing level of stress. It would be helpful in the academic aspects of nursing students and also in their personal life.
- Cognitive Behaviour Therapy intervention programme was found to be effective in enhancing the level of Achievement Motivation.

Implications

Helpful in understanding the theoretical aspects of Test Anxiety, Stress and Achievement Motivation among Nursing Students.

- The results and intervention could help the college administration to gain insight About the problems of the college students and they will be able to bring a positive

Change in their life.

- The changed behavioural pattern will be very helpful for the significant others of the college students like parents, teacher, institutions and community as a whole.
- Findings of the present research can help various bodies of the society and for the Government in understanding about the seriousness of this problem and to take Necessary steps like imparting psycho education for college students and significant others to address these issues.
- The findings can also be very helpful in other aspects like creating individual level awareness among college students, taking care of psychological health of the young students of our country, changing policies and providing support and care for the students who are in need and can give insights for the future researchers in addressing other problematic aspects of the youth of our Nation and so on.

Recommendations

- The nursing colleges should hold training programmes and deliver lectures for the nursing students on coping with psychological problems.
- Provide Counselling services for the students with the trained counsellors.
- Organize workshops to help students improve study habits and time management techniques.
- Maintaining a list of External mental health professionals that students can access if they need any psychological support.

Limitations

- The area of the present research was restricted to a limited geographical location and hence generalizing the results would be done with care.
- Due to practical difficulties, control group could not be included and hence, the role of confounding variables might be present in the obtained results of the study.
- Owing to the time constraints parental and family counselling could not be exercised.

Suggestions for Further Research

- Future studies can include waitlist control group to find out the precise impact of the intervention.
- Conducting a longitudinal study will be more helpful to establish correct sequence of research and to identify changes over time.
- Qualitative or mixed experimental designs could be used to understand about the problems of nursing students.