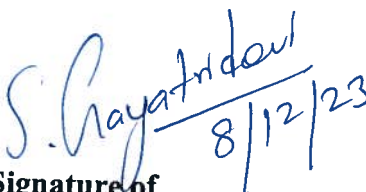



Certificate

This is to certify that the thesis entitled "**Management of Test Anxiety and Stress among Nursing Students through Cognitive Behaviour Therapy**" submitted to Avinashilingam Institute for Home Science and Higher Education for Women, Coimbatore, for the award of the degree of **Doctor of Philosophy in Counselling Psychology**, is a record of original research work done by **Lethika K (18PHCPP003)** during the period of her study in the Department of Psychology, Avinashilingam Institute for Home Science and Higher Education for Women, Coimbatore, under my guidance and supervision. This work has not formed the basis for the award of any degree, diploma, associate ship, fellowship or similar title in this Institute or any other University or Institution of Higher Learning.


Signature of
Head of the Department



Signature of the Supervisor


Signature of the Dean

Declaration

I hereby declare that the thesis entitled “**Management of Test Anxiety and Stress among Nursing Students through Cognitive Behaviour Therapy**” submitted to Avinashilingam Institute for Home Science and Higher Education for Women, Coimbatore in partial fulfillment of the requirements for the award of the degree Doctor of Philosophy (Ph.D.) in Counselling Psychology, is a record of original research work carried out by me during the period **July 2018 to December 2023** under the guidance of **Dr.N.V. Amudha Devi**, Assistant Professor (SS), Department of Psychology, Avinashilingam Institute for Home Science and Higher Education for Women, Coimbatore and it has not formed the basis for the award of any degree, diploma, associate ship, fellowship or similar title to any candidate of this institute or any other university and it represents entirely an independent work on the part of the candidate.


Signature of the Supervisor


Signature of the Candidate

Acknowledgements

First of all, I would like to thank Lord Almighty for making this doctoral journey a great success.

I would like to extend my gratitude to the founder of this esteemed institution **Thiru. T. S..Avinashilingam Chettiar** ‘Ayya’ avargal and **Dr.Rajammal P. Devdas** ‘Amma’ avargal for instilling self-confidence through their active service to education.

I would like to express my special thanks to Ex Chancellor **Prof. Dr. S. P. Thyagarajan** and **Dr. T. S. K. Meenakshisundaram**, Honourable Chancellor and Trustee, Avinashilingam Institute for Home Science and Higher Education for Women, Coimbatore for all the technical other facilities provided.

I would like to extend my indebted thanks to **Dr. V. Bharathi Harishankar**, the Vice Chancellor and **Dr. S. Kowsalya**, Registrar, Avinashilingam Institute for Home Science and Higher Education for Women, Coimbatore, for instilling and enabling a research environment suitable for all the research scholars. My heartfelt thanks to the **Dr.Shobhana Kokkadan**, Dean, School of Arts and Social science for her constant support throughout this period. I also would like to extend my thanks to the former Deans of the School of Arts and Social Science, **Dr. K. T. Geetha** and **Dr. M. Manonmani** for their constant support throughout this period.

I am extremely grateful to **Dr. N. V.Amudha Devi**, Assistant Professor (SS), Department of Psychology, Avinashilingam Institute for Home Science and Higher Education for Women, Coimbatore, for her constant help across all the process. Her technical knowledge, great insights and abundant experience have instilled confidence in me in to excel in my academic research.

A very special thanks to **Dr. S. Gayatridevi**, Professor and Head, Department of Psychology, Avinashilingam Institute for Home Science and Higher Education for Women, Coimbatore for her invaluable insights, support, and constant encouragement.

I also could not have undertaken this journey without the Doctoral Committee expert, **Dr.A. Velayudham**, Retired Professor and Head, Department of Psychology, and Dean, Bharathiar University, Coimbatore, who was instrumental throughout my journey.

My journey would have been incomplete without my academic family and colleagues support.

My sincere indebtedness goes to the Research and Development office of our institute, the library infrastructures offered by our institute and the librarians for their constant support throughout. My sincere gratitude also goes to the Controller of Examinations section, and the administrative office for their extreme support. My study participants were a pillar of support with their insights and cooperation.

I dedicate this thesis to my greatest support and strength, my family.

List of Tables

1.	Intervention Schedule	51
2.	Journaling: Test Anxiety	56
3.	Journaling: Stress	58
4.	Demographic Details of the nursing students	63
5.	Level of Test Anxiety among Nursing Students	64
6.	Descriptive Statistics of Nursing Students in Before, After, and Follow-up phases of Cognitive Behaviour Therapy in Test Anxiety.	64
7.	Repeated Measures ANOVA in Before, After, and Follow-up phases of Cognitive Behaviour Therapy on Nursing Students in Test Anxiety	66
8.	Bonferroni Post-hoc analysis of before, after, and follow-up phases of cognitive behaviour therapy among nursing students in Test Anxiety	67
9.	Level of Financial Stress among Nursing Students	69
10.	Descriptive Statistics of Nursing Students in Before, After, and Follow-up phases of Cognitive Behaviour Therapy in Financial Stress	70
11.	Repeated Measures ANOVA in Before, After, and Follow-up phases of Cognitive Behaviour Therapy on Nursing Students in Financial Stress	71
12.	Bonferroni Post-hoc analysis of before, after, and follow-up phases of cognitive behaviour therapy among nursing students in Financial Stress	72
13.	Level of Family Stress among Nursing Students	74
14.	Descriptive Statistics of Nursing Students in Before, After, and Follow-up phases of Cognitive Behaviour Therapy in Family Stress	75
15.	Repeated Measures ANOVA in Before, After, and Follow-up phases of Cognitive Behaviour Therapy on Nursing Students in Family Stress	76
16.	Bonferroni Post-hoc analysis of before, after, and follow-up phases of cognitive behaviour therapy among nursing students in Family Stress	77
17.	Level of Social Stress among Nursing Students	79
18.	Descriptive Statistics of Nursing Students in Before, After, and Follow-up phases of Cognitive Behaviour Therapy in Social Stress	80
19.	Repeated Measures ANOVA in Before, After, and Follow-up phases of Cognitive Behaviour Therapy on Nursing Students in Social Stress	81
20.	Bonferroni Post-hoc analysis of before, after, and follow-up phases of	82

	cognitive behaviour therapy among nursing students in Social Stress	
21	Level of Educational Stress among Nursing Students	84
22	Descriptive Statistics of Nursing Students in Before, After, and Follow-up phases of Cognitive Behaviour Therapy in Educational Stress	85
23	Repeated Measures ANOVA in Before, After, and Follow-up phases of Cognitive Behaviour Therapy on Nursing Students in Educational Stress	86
24	Bonferroni Post-hoc analysis of before, after, and follow-up phases of cognitive behaviour therapy among nursing students in Educational Stress	87
25	Level of Ego Threat among Nursing Students	89
26	Descriptive Statistics of Nursing Students in Before, After, and Follow-up phases of Cognitive Behaviour Therapy in Ego Threat	90
27	Repeated Measures ANOVA in Before, After, and Follow-up phases of Cognitive Behaviour Therapy on Nursing Students in Ego threat	91
28	Bonferroni Post-hoc analysis of before, after, and follow-up phases of cognitive behaviour therapy among nursing students in Ego threat	92
29	Level of Bereavement among Nursing Students	94
30	Descriptive Statistics of Nursing Students in Before, After, and Follow-up phases of Cognitive Behaviour Therapy in Bereavement	95
31	Repeated Measures ANOVA in Before, After, and Follow-up phases of Cognitive Behaviour Therapy on Nursing Students in Bereavement	96
32	Bonferroni Post-hoc analysis of before, after, and follow-up phases of cognitive behaviour therapy among nursing students in Bereavement	97
33	Level of Separation among Nursing Students	99
34	Descriptive Statistics of Nursing Students in Before, After, and Follow-up phases of Cognitive Behaviour Therapy in Separation	100
35	Repeated Measures ANOVA in Before, After, and Follow-up phases of Cognitive Behaviour Therapy on Nursing Students in Separation	101
36	Bonferroni Post-hoc analysis of before, after, and follow-up phases of cognitive behaviour therapy among nursing students in Separation	101
37	Level of Personal Setback among Nursing students	103
38	Descriptive Statistics of Nursing Students in Before, After, and Follow-up phases of Cognitive Behaviour Therapy in Personal Setback	104
39	Repeated Measures ANOVA in Before, After, and Follow-up phases of	105

	Cognitive Behaviour Therapy on Nursing Students in Personal Setback	
40	Bonferroni Post-hoc analysis of before, after, and follow-up phases of cognitive behaviour therapy among nursing students in Personal Setback	106
41	Level of Health of others among Nursing Students	107
42	Descriptive Statistics of Nursing Students in Before, After, and Follow-up phases of Cognitive Behaviour Therapy in Health of others	108
43	Repeated Measures ANOVA in Before, After, and Follow-up phases of Cognitive Behaviour Therapy on Nursing Students in Health of others	109
44	Bonferroni Post-hoc analysis of before, after, and follow-up phases of cognitive behaviour therapy among nursing students in Health of others	110
45	Level of Stress among Nursing Students	112
46	Descriptive Statistics of Nursing Students in Before, After, and Follow-up phases of Cognitive Behaviour Therapy in Stress	113
47	Repeated Measures ANOVA in Before, After, and Follow-up phases of Cognitive Behaviour Therapy on Nursing Students in Stress	114
48	Bonferroni Post-hoc analysis of before, after, and follow-up phases of cognitive behaviour therapy among nursing students in Stress	115
49	Level of Achievement Motivation among Nursing Students	117
50	Descriptive Statistics of Nursing Students in Before, After, and Follow-up phases of Cognitive Behavioural Therapy in Achievement Motivation	118
51	Repeated Measures ANOVA in Before, After, and Follow-up phases of Cognitive Behaviour Therapy on Nursing Students in Achievement Motivation.	119
52	Bonferroni Post-hoc analysis of before, after, and follow-up phases 119 of cognitive behaviour therapy among nursing students in Achievement Motivation	120

List of Figures

1.	Diagram of the General Adaptation Syndrome (GAS) Model	8
2.	Roy's Adaptation Model (RAM)	9
3.	Theories of stress as response, stimulus and transaction	12
4.	The transactional theory of stress and coping	13
5.	Maslow's Hierarchy of Needs Pyramid	15
6.	McClelland's Achievement Motivation Theory	16
7.	Alderfer's ERG Theory	17
8.	Before, After and Follow-up without Control Group Design	44
9.	Conceptual Framework of the Research	44
10.	Flow Chart	45
11.	Sampling Procedure	46
12.	Level of Test Anxiety among Nursing Students	65
13.	Nursing Students in before, after and follow-up phases of cognitive behaviour therapy in Test Anxiety	68
14.	Level of Financial Stress among Nursing Students	70
15.	Nursing Students in before, after and follow-up phases of cognitive behaviour therapy in Financial Stress	73
16.	Level of Family Stress among Nursing Students	74
17.	Nursing Students in before, after and follow-up phases of cognitive behaviour therapy in Family Stress	78
18.	Level of Social Stress among Nursing Students	79
19.	Nursing Students in before, after and follow-up phases of cognitive behaviour therapy in Social Stress	83
20.	Level of Educational Stress among Nursing Students	84
21.	Nursing Students in before, after and follow-up phases of cognitive behaviour therapy in Educational Stress	88
22.	Level of Ego Threat among Nursing Students	89
23.	Nursing Students in before, after and follow-up phases of cognitive behaviour therapy in Ego threat	93

24.	Level of Bereavement among Nursing Students	94
25	Nursing Students in before, after and follow-up phases of cognitive behaviour therapy in Bereavement	98
26	Level of Separation among Nursing Students	99
27	Nursing Students in before, after and follow-up phases of cognitive behaviour therapy in Separation	102
28	Level of Personal Set back among Nurshin students	104
29	Nursing Students in before, after and follow-up phases of 106 cognitive behaviour therapy in Personal Set back.	108
30	Level of Health of others among Nursing Students	109
31	Nursing Students in before, after and follow-up phases of cognitive behaviour therapy in Health of others.	112
32	Level of Stress among Nursing Students	113
33	Nursing Students in before, after and follow-up phases of cognitive behaviour therapy in Stress	117
34	Level of Achievement Motivation among Nursing Students	118
35	Nursing Students in before, after and follow-up phases of cognitive behaviour therapy in Achievement Motivation	122

List of Appendices

- I Ethical Clearance Certificate
- II Details of Research Publications
- III Plagiarism Report
- IV Psychological Tests

List of Abbreviations

CBT	Cognitive Behaviour Therapy
SWOT	Strengths, weaknesses, Opportunities and Threats
GAS	General Adaptation Syndrome
Ram	Roy's Adaptation syndrome
DSM	Diagnostic and Statistical Manual
SARS	Social Adjustment Rating Scale
SPSS	Statistical Package for Social Science