

**SPECIMEN FORMAT FOR THESES OF MONTH**

Faculty : Ph.D Conselling Psychology

Department : Psychology

Branch/ Area: : Psychology

Sub Subject Heading: : -

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Title of the thesis : Management of Test Anxiety and Stress among  
Nursing Students through Cognitive Behaviour  
Therapy

(i) In Roman Script -

(ii) In roman Script -

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Name of Supervisor : Dr. N. V.Amudha Devi

Designation of Supervisor : Assistant Professor (SS)

Centre/department/school in which research was conducted : Department of Psychology

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### **Abstract within 300 words:**

Stress is a prevalent and serious problem among nursing students, affecting their mental and physical health, academic achievement, and future jobs. Nursing education is noted for its severe standards, which include substantial curriculum burdens, rotations in the clinic, and the need to reconcile academic knowledge with practical abilities. Excessive stress can significantly impact nursing students test anxiety and achievement motivation, hindering their ability to concentrate on test questions and remember previously acquired knowledge. Although mild stress can provide a motivational boost, it is essential to prevent burnout and a loss of drive caused by excessive stress. As a nursing student, it's imperative to understand how test anxiety and stress can impede academic achievement. This study extensively analyzed the efficacy of cognitive behaviour therapy (CBT) in managing test anxiety and stress and in enhancing achievement motivation. The study's sample size comprised one hundred and fifty (150) students. One hundred and fifty firstyear nursing students were selected using the purposive sample method for a study on Test anxiety, Stress, and Achievement motivation. To gather data, the students completed the exam anxiety measure developed by Sharma in 2000, the students stress scale created by Agrawal M in 2012, and the achievement motivation scale created by Bhargava in 2009. After careful analysis, 52 students met the requirements and agreed to participate in the study, which underwent Cognitive Behaviour Therapy (CBT) for one month on alternate days for two hours each session. The students underwent reassessment using the same set of questionnaires, with a one-month time interval, and were reassessed again for the follow-up phase. The CBT program targeted maladaptive behavior, frequent minor exam practices, mindful reading, cognitive rehearsal, thought stopping, breathing exercises, balloon blowing. emotion regulation, auto-suggestions, self-monitoring, role-play/ modeling, Guided Imagery, videos on motivational talks, SWOT Analysis, cognitive rehearsal, Journaling/Daily log. The study observed three phases: before, after, and follow-up. The calculations were done using Mean, Standard Deviation, Repeated Measures ANOVA, and the Bonferroni Post Hoc Test. The results indicate that there were significant reduction in test anxiety, stress, and significant improvement in achievement motivation after the intervention. Cognitive Behaviour Therapy was found to be effective on managing test anxiety and stress and in enhancing achievement motivation.

**i) Major objectives :**

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

**ii) Hypothesis:**

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
  - 2.1. There will be a significant reduction in financial stress among nursing students in Before, After and Follow-up without control group through cognitive behaviour therapy
  - 2.2. There will be a significant reduction in family stress among nursing students in Before, After and Follow-up without control group through cognitive behaviour therapy
  - 2.3. There will be a significant reduction in social stress among nursing students in Before, After and Follow-up without control group through cognitive behaviour therapy
  - 2.4. There will be a significant reduction in education stress among nursing students in Before, After and Follow-up without control group through cognitive behaviour therapy
  - 2.5. There will be a significant reduction in ego threat among nursing students in Before, After and Follow-up without control group through cognitive behaviour therapy
  - 2.6. There will be a significant reduction in bereavement among nursing students Before, After and Follow-up without control group through cognitive behaviour therapy
  - 2.7. There will be a significant reduction in separation stress among nursing students in Before, After and Follow-up without control group through cognitive behavior therapy
  - 2.8. There will be a significant reduction in personal setback among nursing students in Before, After and Follow-up without control group through cognitive behavior therapy
  - 2.9. There will be a significant reduction in 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 without control group through cognitive behaviour therapy
4. Cognitive Behaviour Therapy will reduce test anxiety, stress and enhance achievement motivation among Nursing Students.

### **iii) Methodology :**

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 participant 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.

### **iv) 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

## **Examiners**

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