

NEURO LINGUISTIC PROGRAMME ON ACADEMIC STRESS AND PERFORMANCE AMONG NURSING STUDENTS.

Dr. Angel Shalini W*

*Associate Professor, GRT College of Nursing, Tiruttani, Tamilnadu,
India

Corresponding Author name: Angel Shalini W

mail id: devineofangel@gmail.com

ABSTRACT

A quasi-experimental design was undertaken to assess the effectiveness of Neuro Linguistic Program on academic stress and performance among nursing students in the selected nursing colleges, Chennai. A simple random technique was used to select the 200 students from 4 schools with 100 in the study and 100 in the control group. Academic stress scale with 40 items were used to assess the academic stress of the first year B.Sc.(N) students. Their academic performance was assessed by their activities and assignments done in classes and the results of their formative and summative examinations. Findings of the study revealed that, in the study group, the calculated 't' value for academic stress was 20.64 and the academic performance calculated 't' value was 25.91 which is larger than p value at 0.001, which shows that there is a statistically high significant difference found between pre and post-test level of academic stress and performance. In addition, Correlation coefficient value in the study group ($r = - 0.524$) at $p < 0.001$ which indicated that there was a significant negative correlation between the academic stress and performance. Thus, the academic stress is negatively related to the academic performance with a Pearson correlation coefficient score.

Key Words: Neuro Linguistic Programme, Academic stress, Academic performance, Nursing students.

INTRODUCTION

Nursing education is perceived to be stressful and it is recognized as one of the most important issues in the modern world. Nursing students experience a high level of anxiety and stress throughout their education. So, stress can affect their memory, health, problem-solving, and the poor ability to handle stress which leads to decreased academic performance (Goff, 2011).

Furthermore, Goff (2011) emphasized that during nursing education and clinical training period, student nurses are often exposed to different kinds of stressors which may definitely affect their learning and performance. Study depicts that the nature of clinical experience and training are quite challenging for the nursing students that may cause stress. Moreover, the practical module of the program which is aimed to develop the professional nurse, are even more stressful than other disciplines.

Nursing students are valuable human resources. Revealing the potential stressors of nursing students is vital since stress can lead to low productivity, low quality of life, suicidal ideas and identification of the factors affecting stress among nursing students which can help nursing educators to find ways to decrease stress (Roselin, D. Indarjit, W. Karobi, D. 2009). Hence, stress can affect their memory, health, problem-solving, and the poor ability to handle stress which leads to decreased academic performance (Goff, 2011).

There are various coping strategies used by students when they are experiencing academic stress. Neuro-linguistic programming (Hardingham, 1998) is one of the techniques which helps to achieve excellence of performance. Because, Neuro linguistic programming is one of the simple strategies to manage the academic stress, enhance the personal relationship and develop instant confidence. According to Masumeh, H. Masumeh, F. & Javid, F. (2016) Neuro Linguistic Programme (NLP) helps to identify the anxiety of the students because stress and anxiety always reduces academic performance.

Objectives

1. To assess the pre and post-test level of academic stress and performance in control and study group of nursing students.

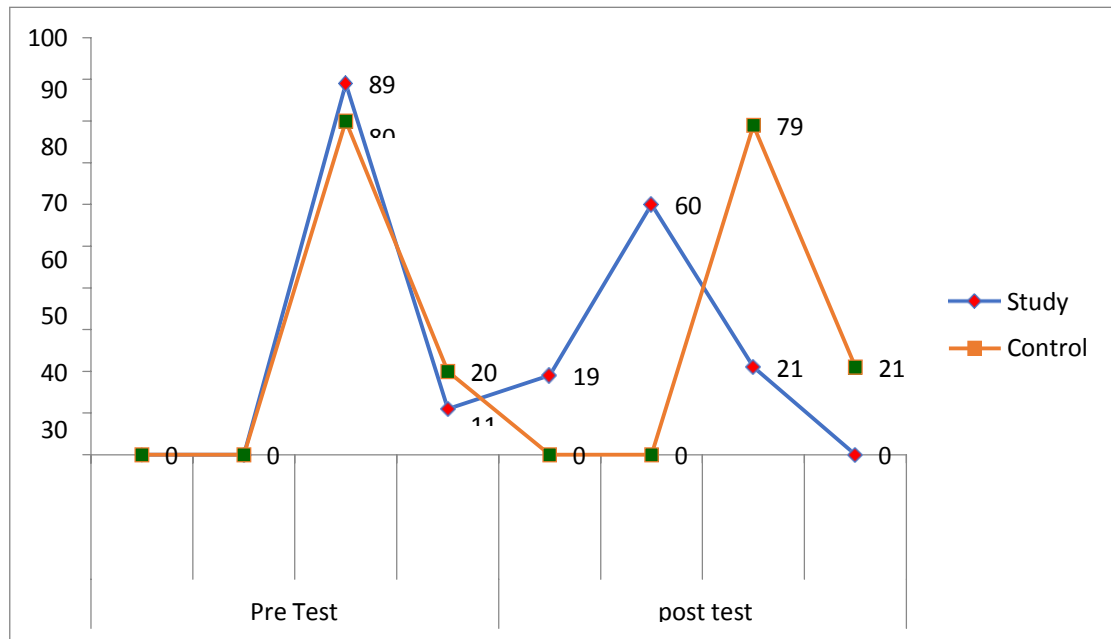
2. To evaluate the effectiveness of Neuro Linguistic Program on academic stress and performance in control and study group of nursing students.
3. To evaluate the effectiveness of Neuro Linguistic Program on academic stress and performance between control and study group of nursing students.
4. To find out the correlation between academic stress and performance among control and study group of nursing students.
5. To find out the association between the selected demographic variables and the level of academic stress and performance among control and study group of nursing students.

RESEARCH METHODOLOGY

Modified Ludwing Von Bertalanffy's General System was adopted to explain the implementation of NLP module on academic stress and performance among nursing students. A quasi experimental design was adopted to accomplish the objectives of the study. A simple random technique (lottery method) was used to pick out the study and control group of schools with 2 schools in each group. Consequently, purposive sampling technique was used to select the 200 students from these schools with 100 in the study and 100 in the control group. Academic stress scale with 40 items were used to assess the academic stress of the first year B.Sc.(N) students. Their academic performance was assessed by their activities and assignments done in classes, class presentations, their performance in college (theory) & clinical (practical) and the results of their formative and summative examinations. In addition to the Intervention, there are 83 NLP techniques in total, out of which the researcher opted 11 NLP techniques which are related to education such as assertiveness training, circle of excellence, progressive relaxation, value of true, rapport, modeling, anchoring, reframing, sub-modalities and well-formed outcomes. Each NLP technique is planned for 2 hours session per week for a period of 6 months. In total, 23 sessions including pre-test will be implemented.

RESULTS

1. Frequency and percentage distribution of pre and post-test level of academic stress among first year B.Sc.(N) students in the study and control group N = 200



It depicts that, in the study group. Before NLP, none of them have normal, mild and very severe level of academic stress in study group but majority 89(89%) had severe and 11(11%) had moderate level academic stress. However, after the NLP, more than half of them 60(60%) experienced mild level of academic stress, only few 21(21%) had moderate level, 11(11%) reported no academic stress and interestingly, none of them had severe and very severe level of academic stress.

2. Frequency and percentage distribution of pre-test and post- test level of academic performance among first year B.Sc.(N) students in the study and control group

N = 200

Academic Performance	Very Poor		Poor		Good		Very Good	
	No.	%	No.	%	No.	%	No.	%
Control Group (100)								
Pretest	0	0	81	81.0	19	19.0	0	0

Post Test	0	0	82	82.0	18	18.0	0	0
Study Group (100)								
Pretest	0	0	72	72.0	28	28.0	0	0
Post Test	0	0	28	28.0	58	58.0	14	14.0

Table reveals that there is no significant difference between the pre and post-test level of academic performance among students in the control group. Whereas, in the study group there is a significant difference between the pre and post-test level of academic performance.

3. Comparison of pre and post-test level of academic stress among first year B.Sc.(N) students in the study and control group

Group	Pre test		Post test		Mea Diff	't' value
	Mean	S.D	Mean	S.D		
Control	109.08	9.84	109.1	9.78	-0.07	t = -1.468 N.S – Not Significan t
Study	108.41	8.84	60.72	22.40	47.69	t = 20.645 S*** ***p<0.001, S – Significant,

Table reveals the mean and standard deviation of study group the pre and post-test scores which reveals that mean difference 47.69% of effectiveness was found with the mean score (108.41±8.84) and (60.72±202.40) respectively in the aspect of level of academic stress.

4. Subject wise comparison of pre and post-test level of academic performance among first year B.Sc.(N) students in the study group

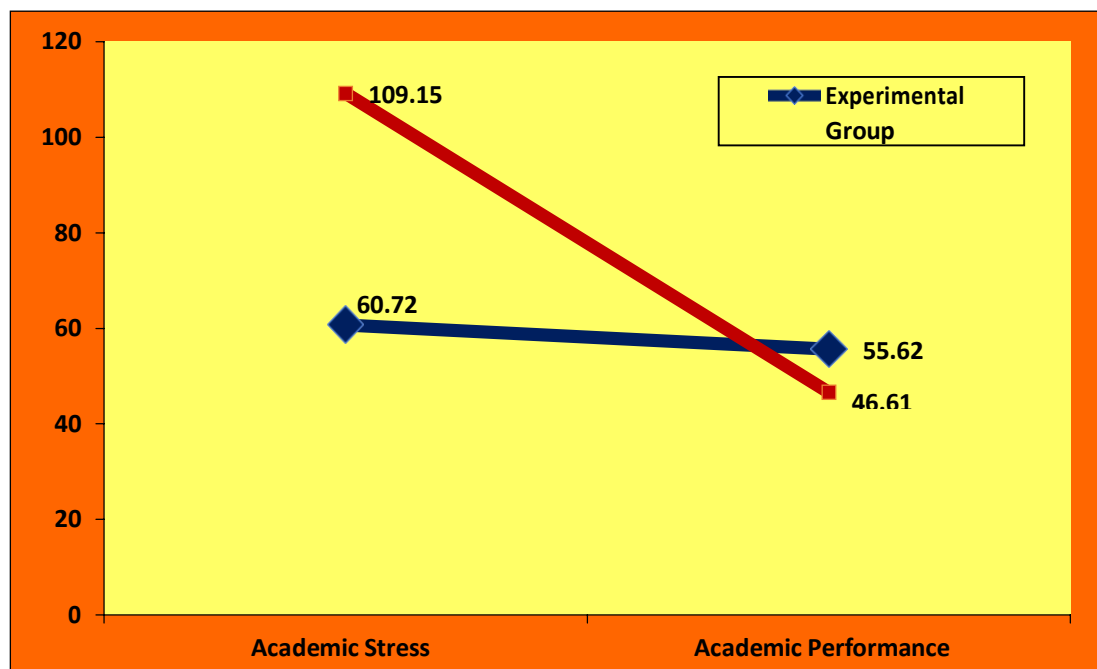
N = 100

Academic Performance	Pre-test		Post-Test		Mean Diff.	Paired ‘t’ Value
	Mean	S.D	Mean	S.D		
Anatomy & Physiology	9.42	3.19	17.40	2.35	7.98	t = 22.422 p = 0.0001, S***
Nutrition	10.76	1.47	17.64	2.05	6.88	t = 37.998 p = 0.0001, S***
Biochemistry	6.42	3.38	18.53	2.10	12.11	t = 31.689 p = 0.0001, S***
Nursing foundation	11.12	2.25	19.72	2.05	8.60	t = 36.224 p = 0.0001, S***
Psychology	10.42	1.85	19.17	1.51	8.75	t = 41.376 p = 0.0001, S***
Microbiology	10.39	1.58	18.75	1.97	8.36	t = 34.390 p = 0.0001, S***

***p<0.001, S – Significant

This table explains the paired ‘t’ test in the post-test level of academic performance among study group revealed that the calculated ‘t’ value of each subjects are Anatomy & physiology (t=22.42), Nutrition- (t=37.99), Biochemistry (t=31.68), Nursing Foundation- (t=36.22), Psychology-(t=41.37) and Microbiology-(t=34.39) which is larger than p value at 0.001 level. Therefore, there is a statistically high significant difference between the pre and post-test level of subject wise academic performance in the study group.

5. Correlation between the post-test level of academic stress and academic performance in the study and control group



With regard to post test score, the result shows that the obtained coefficient correlation value in study group ($r = - 0.52$) indicating that there was a significant negative correlation between academic stress and performance.

DISCUSSION

Many researchers in the field of behavioral science have performed studies on academic stress and its outcomes concluded that this topic needs more attention. Additionally, the researcher felt only a minimum number of studies were conducted in India in this area among the nursing students. The researcher also noticed that even in developed and developing countries, only few studies have focused on the effects of Neuro Linguistic Programme. No specific studies were conducted to assess the effectiveness of Neuro Linguistic Programme on academic stress and performance yet.

Analysis of this study data reveals the mean and standard deviation of pre and post-test scores of the study group with the mean difference 47.69% of effectiveness was found with the mean score (108.41 ± 8.84) and (60.72 ± 202.40) respectively in the aspect of level of academic stress. Apart from this, findings also shows that pre and post-test calculated 't' value was 20.64 which is larger than p value at 0.001 level in the study group.

Nikitha, S. Tessy, T. & Blessy, P. (2015), agrees with the findings and its results show a significant difference in pre and post- test level of stress and academic performance. The findings of the study indicated that academic stress management programme was effective in reducing academic stress but not in improving academic performance. In addition, a report by George, E. and Patrick, O. (2017) reported that a high level of academic stress was associated with lower grades and they experienced a high level of academic stress due to assignments, exams, time pressure, grade pressure and uncertainty. Hence, it concludes that the stress has a negative effect on their academic performance.

Based on the data analysis of academic performance, the result shows that the mean and standard deviation of pre and post-test scores of the study group which had a mean difference 8.77% of effectiveness with the mean score (46.85 ± 5.06) and (55.62 ± 14.04) respectively.

Further, it reveals that the pre and post-test calculated 't' value was 25.91 which is larger than p value at 0.001 level in the study group, which shows that there is a statistically high significant difference between pre and post-test level of academic performance in the study and control group. Therefore, NLP technique was significantly effective in improving the academic performance and also in reducing the academic stress of the nursing students.

The findings from the current study are congruent with results from the study completed by Priya, S. Latha, V. (2018) which concluded that, mastering the NLP (Circle of excellence, Self anchoring) improved the academic performance of nursing students and stated that this technique will bring them positive approach in their day to day experience and thereby helps in the academic success of the nursing students.

CONCLUSION

In this era of education academic stress of nursing students increases day by day due to 9 theory subjects with huge theory and practical hours, long college hours, first time exposure to patients, performance of different nursing procedures on

patients, giving health education to patient, submission of a lot of assignments on time (which will be signed after multiple times of correction), exams in between clinical duties, have to be bound by strict disciplines (rules and regulations of the institution) and home sickness in case of hostel inmates and it may lead to reduce in academic performance. Undoubtedly, the use of NLP technique like progressive muscle relaxation, meditation, circle of excellence, sub modalities, anchoring, leisure activities, time management and assertiveness training has the positive effect in reduce their academic stress and improves their academic performance. Therefore, this study recommended that the college should arrange the above necessary activities to reduce the student's academic stress level.

IMPLICATIONS

The curriculum of B.Sc (N) should include units on consequences of academic stress in the body and its management, Student nurses should be given adequate exposure and training regarding coping strategies in respect to stress management., The nurse educators should supervise and guide the students to improve their coping skills, The students need to be taught evidence based practices and keep their knowledge up-to-date, Nurse educators can periodically organize special training programmes to the staff nurses in order to educate the patients.

RECOMMENDATIONS FOR NURSING EDUCATION

Indian Nursing Council, Tamil Nadu Nurses and Midwives council and Universities can influence the nursing colleges to reduce their stressors (working hours, overload of theory) by keeping it as a part of their curriculum.

Along with NLP other stress management measures like yoga, meditation can be added as a academic stress management techniques.

Training and awareness programme can be given for the college lecturers to understand and analyse the students academic stressors.

Information leaflets, pamphlets and handouts can be prepared and utilized to reduce the academic stress.

REFERENCES

1. Abdulghani, HM, Al-Drees, AA & Khalil, MS 2014, 'What factors determine academic achievement in high achieving undergraduate medical students: A qualitative study', vol.1, no.1, pp. 4348.
2. Abeer, SE, Sahar, R & Hanaa, Y 2013, 'Stress / Stressors as perceived by Baccalaureate Saudi Nursing Students', Middle-East Journal of Scientific Research, vol.14, no. 2, pp. 193-202.
3. Acharya, PR & Chalise, HN 2015, 'Self-Esteem and academic stress among nursing students', Kathmandu University Research Journal (KMURJ), vol.13, no.52, pp. 298-302
4. Adelle, P Florin, O & Geraldine, T, 2017, 'An exploratory study of students' weekly stress levels and sources of stress during the semester', Active Learning in Higher Education, vol.19, no.1, pp. 61–75
5. Ali, S, Zubair, H & Fahad, M, et al. 2013, 'Factors contributing to the students academic performance: A case study of Islamia University sub-campus', American Journal of Educational Research, vol.1, no.8, pp. 283-289. <https://doi.org/10.12691/education-1-8-3>.
6. Alkatheri, AM et al. 2019, 'Quality of life and stress level among health professions students', Health Professions Education.
7. Alos, SB, Caranto, LC & David, JJT 2011, 'Factors affecting the academic performance of student nurses', International Journal of Social Science and Management, vol. 6, no.1, pp. 7-16.
8. Alzayyat, A & Al-Gamal, E 2014, 'Perceived stress and coping strategies among Jordanian nursing students during clinical practice in psychiatric/mental health courses', International Nursing of Mental Health, vol.23, no.4, pp.10.
9. Amany, SA & Eman, MA 2018, 'Effect of study skills educational training program among freshman nursing students', IOSR Journal of Nursing and Health Science (IOSR-JNHS) vol. 7, Issue 3, ver. VI, pp. 22-29.
10. Amit, K & Neelam, S 2009, 'Effect of yoga on academic performance in relation to stress', International Journal of yoga, vol.2, no.1, pp.39–43.