



Effectiveness of Neuro Linguistic Programme on Academic stress among Nursing students

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ABSTRACT

Stress can exist when working at a fast pace, doing difficult problems, or listening to someone shout at you. It can be brought about through making decisions, conflicts, or straining abilities, or it can exist because of numerous social demands on time. This Quasi experimental research design was adapted to assess the effectiveness of Neuro Linguistic Programme on academic stress among nursing students. Purposive sampling technique was used to select the sample and the sample size was 60 1st Bsc (Nursing) students. Data were collected by demographic variable and Academic stress scale (Kohn & Frazer 1986). Analysis of data was done by using Descriptive and Inferential statistics. The findings revealed that the regular Neuro linguistic programme had reduced the academic stress and also it shows the difference in mean and standard deviation of students in the control group (116.2±18.08, 123.83±15.45) before and after NLP is not statistically significant ($p > 0.05$), whereas the mean and standard deviation in the experimental group (114.93±24.53, 1035±21.48) before and after NLP is statistically significant ($P < 0.001$) with the 't' value 7.73 and this clearly attributed the effectiveness of NLP.

KEYWORDS : Neuro Linguistic Programme, Academic stress, Academic stress scale

Introduction

Academic stress can be conceptualized as a student's interaction between environmental stressors, the student's cognitive appraisal of coping with the academic related stressors are psychological or physiological response to stressors (Lee & Larson, 2005). Academic stress is a pervasive problem across countries, cultures, and ethnic groups, and must be viewed in its context (Wong, Wong, & Scott, 2006). Academic stress is especially hard on school students who are often living away from home for the first time. Teacher expects much from the students to complete the work on time. Students may have chance to underestimate themselves about the amount of time it takes to complete reading and writing assignments, to print out copies of their work.

NLP stands for "Neuro Linguistic Programming": Neuro refers to the fact of all the behaviour and beliefs stem from the neurological processes - i.e. what we see, feel, hear, taste and touch. Linguistic indicate the use of language to order our thoughts and behaviour, and we use those language to communicate with others. We also use "non spoken" language to communicate Programming references the fact we can enter new programs into our brain - i.e. new ways of thinking or acting, new habits and new beliefs.

This seems really complex, but the actual idea is quite simple: In short, NLP is a series of processes are helped to change our sensory experience (what we see, feel, hear etc) and advanced language and influence skill, it will help to change your thought, actions and results.

NLP has provided tangible results by helping people to arrest and discontinue the growth-inhibiting negative emotional feelings and changed them to lead a positive and stress free life. The scope of NLP has extended from being a mere therapeutic tool to several areas of life that it has become a way of life by itself.

Academic stress among students have long been researched on, and researchers have identified stressors are competitions with other students, too many assignments, failure and poor relationships with peer and the class lecturers. (Fairbrother & Warn, 2003).

In today's highly competitive world, students face various academic problems including exam stress, disinterest in attending classes and inability to understand the subject. Academic stress is the feeling of anxiety or apprehension over one's performance in the academic activities. It can lead to students being unable to perform to the best of their abilities in examinations. At colleges there is a range of

academic pressure feel, derived from a need for perfection, worry over grades, parental pressure, competition, sports, or over load. Palpitation, panic attacks, burnouts, irritation, stress and depression are also apparent in many younger students. The situation is common to all but all people will not experience the stress, and all individual do not undergo the same emotion and experiences or off-putting thoughts when stressed. Students were considered to be the future pillars who take the responsibilities to take our country to the next phase they should be in better way. To know this, the investigator decided to analysis the academic stress among students.

Statement of the problem

A Quasi Experimental Study to Assess the Effectiveness of Neuro Linguistic Programme on academic stress among Nursing Students in GRT College of Nursing, Tiruttani.

Objectives

- To assess the pre and post test level of Academic stress in control and experimental group of BSc nursing 1st year students.
- To evaluate the effectiveness of Neuro Linguistic Programme on academic stress in control and experimental group.
- To find out the association between the selected demographic variables and the level of academic stress among control group and experimental group.

Material and Methods

Quasi experimental research design was adapted for this study. Using purposive sampling technique researcher assigned 30 in experimental group and 30 in control group. Formal permission was sought from Principal, GRT College of Nursing. Data collection for the investigation was accomplished during a 1 and half month period from September to October 2015. Prior to the start of the actual study, the researcher was trained in an on Neuro Linguistic programme. Inclusion criteria comprised Studying 1st BSc (N), Those who comes under mild and moderate level of academic stress, Those who are willing to participate. Exclusion criteria comprised those who are very sick and unable to participate in the study. After explanation and obtaining written consent from participants. Data was collected in the form of short- questionnaire on demographic variables and Academic stress scale. The subjects in the experimental group received, in addition to the treatment program, six hours of Neuro Linguistic Programme over a period of one week. The data collection was done as one hour session per day. The researcher utilised all the components of Neuro Linguistic Programme to reduce the academic stress: Modelling, Coaching,

Role playing, Instructions, Behaviour rehearsal, Feedback and Graded-structured exercises.

Results

Demographic Variable: Majority of the students was in the age group of 17-18 years in the control group (100%) and in the experimental group (100%). Most of the students father were belongs non literate (30%, 20%) and mothers education were belongs to non literate (26.66%,33.33%) and (20%,23.33%) were belongs to High school certificate in education. Many of the study participants fathers were unskilled occupation in the control group and experimental group (46.66%,36.67%).

Table.2 Frequency and percentage distribution of academic stress of 1st year BSc(N) students.

n= 60 (30+30)

Group	Before NLP										After NLP									
	Nrl		Mild		Mode		Sever		V.sev		Nrl		Mil		Mode		Sever		v.se	
	n	p	n	p	n	p	n	p	n	p	n	p	n	p	n	p	n	p	n	p
Exp. Group	-	-	3	10	12	40	15	50	-	-	-	-	14	46	16	53	-	-	-	-
Con. Group	-	-	5	16	10	33	15	50	-	-	-	-	6	20	13	43	11	36	-	-

Table 2. Revealed that before NLP in experimental group of students had mild level of Academic stress(10%), moderate level of stress(40%), severe level of stress (50%) and in the control group of students had mild level of stress(16.6%), moderate level of stress(33.3%) and severe level of stress (50%). After NLP there is no difference of level of stress in control group of students. But there is a significant difference were found in the experimental group 46.6% of students were in mild level of stress and 53.6% of students were experienced moderate level of stress and no one in severe level of stress after NLP. This could be attributed to the effectiveness of NLP.

Table.4 Comparison of mean and standard deviation of academic stress of 1st year BSc (N) students before and NLP.

n= 60 (30+30)

Parameters	Control group			Experimental group		
	Before NLP	After NLP	t'Value	Before NLP	After NLP	t'Value
Global Score	M±SD 116.2±1 8.08	M±SD 123.83± 15.45	0.77	M±SD 114.93± 24.53	M±SD 103.5±2 1.48	7.73

***p<0.001#Paired't' test

Association between Selected Demographic Variable and Level of Academic stress: Chi square test was used to find out the association between selected demographic and academic stress. It was found that there was significant association between selected variables (Educational level of parents, medium of education) and the level of academic stress in both the control and experimental group. From this inference, we can understand that the level of academic stress among the nursing students is slightly influenced by the demographic variables.

Discussion

The present study intended to assess the effectiveness of Neuro linguistic programme on academic stress among 1st year BSc(Nursing) students. The findings revealed that NLP was effective in reducing academic stress in experimental group when compared with control group at p<0.001. These findings were supported based on the study conducted Academic stress is a serious problem faced by international students. Pane (2007) studied 132 undergraduate and graduate students at various educational Institutions in United States of America.

Conclusion

According to the results of present study it is concluded that the Neuro Linguistic Programme is effective and non-pharmacological method to reduce the academic stress and it also motivate the students towards positive energy in education.

Educational Implications

The result of the study shows that the level of undergraduate students about academic stress, being in touch with daily lessons is a good idea. Try to be regular in attending and concentrating in lectures. Last minute studying should be avoided and should aware of the exact topic that are going to come for the exam and previous year question papers should give you an idea about the exam pattern.

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