



NEURO LINGUISTIC PROGRAMME ON ACADEMIC STRESS AND PERFORMANCE: A QUASI EXPERIMENTAL STUDY-PILOT STUDY

Medical Science

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ABSTRACT

Neuro-linguistic programming (NLP) techniques can help the learners become successful by increasing their motivation, by decreasing their anxiety leading to learning improvement.. This Quasi experimental research design was adapted to assess the effectiveness of Neuro Linguistic Programme on academic stress and performance among 1st year BSc nursing students. Purposive sampling technique was used to select the sample and the sample size was 60 1st year BSc(Nursing) students. Data were collected by using demographic variable and Academic stress scale (kohn & Frazer 1986), academic performance assessed by students educational outcome. Analysis of data was done by using Descriptive and Inferential statistics. The findings stated that the regular NLP had reduced the academic stress and improve the academic performance 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, Academic performance.

Introduction:

Today, working in educational institution seems to be a true challenge; given that, young learners manifest negative attitudes toward school and learning ever more. In response, teachers should concentrate and think up possible solutions to solve the growing number of psychological issues (Pishghadam, 2011, Pishghadam & Saboori, 2014). As with anything in life, effective relationship with learners is an necessary part in every learning experience. NLP is one of the current trends in teaching which help the teachers to build and maintain functional rapport with students and motivate them throughout their learning journey toward success.

Since stress is a worldwide experience and have been found to have unpleasant health implications and negatively affect the studies of students, the findings of the present study will help in effective guidance and counseling and the management of stress of the students. The findings of the study will also give information for researchers in the area of stress among students in general and more specifically among Nursing students in the nursing training colleges.

Academic stress is psychological suffering with respect to some predictable frustration associated with academic failure or even unawareness to the possibility of such failure. Students have to face many academic demands like answering questions in the class, school examination, showing progress in school subjects, fulfilling teachers and parent's academic expectations. These demands may tax or exceed available resources of the students. As a outcome, they can be under stress in order to achieve an academic goal.

In today's, students face various academic problems including examination stress, lack of interest in attending classes and lack of ability 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 school there is a range of academic pressure feel, worry over grades, competition, derived from a need for perfection, parental pressure, sports, or a tough class load. The same circumstances are not constantly stressful for all people, and all people do not undergo the same feelings 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 researcher decided to study the academic stress among students.

The students' performance plays an important role in producing best quality graduates who will become great leaders and manpower for the country thus responsible for the country's economic and social development. Academic achievement is one of the major factors

considered by the institution in recruiting the teachers especially for the fresh graduates. Thus, students have to put the greatest effort in their study to obtain good grades and to prepare themselves for future opportunities in their career at the same time to fulfill the employer's demand.

Although not much related literature could be traced in the indian context, Pishghadam's (2001) findings support to the use of NLP factors in education. By implementing NLP techniques, the researcher noticed a significant change in learning and teaching context consequently resulting in an increase in learners' motivation and progress in achieving their ultimate capabilities.

Neuro-linguistic programming or NLP (Hardingham, 1998) has been seen recently as one of the resources to enhance effectiveness of language instruction. NLP helps to achieve the excellence of performance in language teaching and learning, improve classroom communication, optimize learner attitudes and motivation, raise self-esteem, facilitate personal growth in students, and even change their attitude to life (Thornbury, 2001). Richards and Rodgers (2001) also have taught NLP as a additional practice in teaching second language, and Millroad (2004) defined this technique as "an approach to language teaching which is claimed to help achieve excellence in learner performance".

Statement of the problem:

A Quasi Experimental Study to Assess the Effectiveness of Neuro Linguistic Programme on academic stress and performance among 1 year BSc Nursing Students in GRT College of Nursing, Tiruttani.

Objectives:

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

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 period of 2 months from

September to November 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. Academic Achievement was collected from the office records of their respective colleges. The subjects in the experimental group received six hours of Neuro Linguistic Programme in addition to the treatment program for a period of one week for 2 months. 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 and to improve the academic performance: Modelling, Coaching, Role playing, Instructions, Behaviour rehearsal, Feedback and Graded-structured exercises.

RESULT:

Demographic Variable:

It can be noted in table I that all of them was in the age group of 17-18 years in the control and experimental group (100%).Most of the students father were belongs non literate (30%, 20%) and Many of the study participants fathers were unskilled worker (46%,36%), most of the students were belongs to Hinduism (83%, 86%) in the control and experimental group. Half of the students were from joint family (50%) However, less than half of them were in joint family in the control group (43%). More than of them were in rural area (53%, 50%) in control and experimental group. Greater proportions were from tamil medium in the control (66%) and experimental group (70%).

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

The data revealed that before NLP in experimental group of participants 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.

Frequency and percentage distribution of academic performance of 1st year BSc(N) students.

The data revealed that before Neuro Linguistic Programme in control group of students had fair in academic performance (36.6%), (63.4%) in average level and in the experimental group of students had fair in academic performance (40%),Average level of performance(60%). After neuro linguistic programme there is no difference in level of academic performance in control group of students ,they had fair level (33%), average level of stress (67%).But there is a significant difference were found in the experimental group 67% of teachers were in excellent performance and 33% of students were experienced average level of prformance 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.

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

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

The data presented in the table 4 depicted that 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 in the experimental the mean and standard deviation (114.93±24.53, 103.5±21.48) before and after NLP is statistically significant (P<0.001) and it can be attributed to the effectiveness of NLP.

Table.5 Comparison of mean and standard deviation of academic performance of 1st year BSc (N) students before and NLP.

Paramet ers	Control group			Experimental group		
	Before NLP	After NLP	't'Value	Before NLP	After NLP	't'Value
Global Score	M±SD	M±SD	0.89	M±SD	M±SD	8.57***
	44.43±1 0.81	46.96±1 0.7		46.6±11. 77	44.6±10. 86	

***p<0.001, #- paired't' test.

It can be inferred from Table 5 that the mean and standard deviation for scores of Academic performance (M=44.43, 46.96) (SD=10.81, 10.7) among nursing students in the control group before and after NLP was not significant. However in the experimental group the mean and standard deviation of NLP (M= 46.6, SD=11.77) scores before the administration of NLP were less in comparison with the NLP (M= 44.6, SD= 10.86) scores after its administration. The difference was found statistically significant at p<0.001 level of confidence and it can be attributed to the effectiveness of NLP.

Chi square test was used to find out the association between selected demographic and academic stress and performance. It was found that there was significant association between selected variables (Educational level of parents, medium of education) and the level of academic stress and performance 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 and performance among 1st year BSc (Nursing) students. The findings revealed that NLP was effective in reducing academic stress as well improve the performance in experimental group when compared with control group at p<0.001. These findings were supported based on the study conducted on Academic stress and academic performance is a serious problem faced by students. Pane (2007) studied 132 undergraduate and graduate students at various educational Institutions in United States of America.

Conclusion:

In this study, the researchers applied various strategies including goal setting and time management, assertiveness skills, belief changing techniques, reforming and reframing techniques, communication skills, understanding of the neurological level among nurses of the intervention group. Nurses were more competent of coping with stressful situations by applying more targeted and effective time management skills to achieve their personal and social desirability. By using NLP, teachers are expected to increase and strengthen the social interactions of nurses facing stressful events. With this technique, they could comfortably establish effective communication with their patients, families, and colleagues and also improve their academic performance by reducing stress.

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