

## A Study to Evaluate the Effectiveness of Motivational Intervention on Anxiety of Unsuccessful BSc (N) Students in University Examination of Mm University, Mullana, Haryana.

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**Abstract:** The objective of the study was to assess the mental To assess and compare the level anxiety of unsuccessful B.Sc (N) students in university examination before and after the administration of motivational intervention and to determine the association of level of anxiety with the selected personal variables. 31 unsuccessful B.Sc(N) student were selected through purposive sampling technique. In view of the nature of the problem and to accomplish the objectives of the study, structured Beck Anxiety Inventory was used to assess the Anxiety level of the students. Validity was ensured in the field of Nursing and medical departments. Reliability of the tools was tested by Cranach's alpha, which was 0.92 Both descriptive and inferential statistics were used. The findings of this study indicated that Motivational Intervention is effective in reducing Anxiety ( $t$  value=3.027,  $p$  value = <0.05) among unsuccessful B.Sc (N) students. There was no significant association of Anxiety with the selected sample characteristics after motivational intervention but before motivational intervention it was significantly associated with age in year, passed higher secondary in how many attempts and hobbies. The finding suggests that motivational intervention was effective in reducing level of Anxiety of unsuccessful B.Sc (N) students.

**Keywords:** Anxiety, Motivational intervention, Unsuccessful B.Sc Nursing students.

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### I. Introduction

Major challenge faces higher educational institutions around the world on how to achieve quality outcomes for students in an increasingly globalised and competitive environment. <sup>1</sup>Lack of success in education paves the ground for several personal and social problems and deviation from achieving the goals of educational system. In this regard, one of the major problems of higher education centres is the students' academic failure which not only leads to the waste of current expenditure and time but also generates mental-psychological, social and family problems for the university students<sup>2</sup>. Challenge examinations offer registered nurse students enrolled in our baccalaureate nursing programme the opportunity to demonstrate mastery of course content through a testing process. Successful students receive credit for the course while those who are unsuccessful must take the course to proceed in the programme.<sup>3</sup> Faculty observations of registered nurse students during the challenge process suggested this testing was stressful. According to studies, this problem is increasing every year so that many students cannot handle the curriculum (academic courses) or complete it in due time.<sup>4</sup> One of the major problem students are facing after getting their unsuccessful result is Anxiety. the most valuable learning occurs when a student is intrinsically motivated. Motivational has a direct impact on the anxiety level of the students.<sup>5</sup> It is considered that Motivation in the context of anxiety is very useful to reduce stress and anxiety of the students.<sup>6</sup> It is necessary to monitored Student academic performance and students anxiety after getting the unsuccessful result closely so as to identify early any student whose performance is likely to lead to academic failure. <sup>7</sup>The Faculty works with individual students to provide academic guidance and Appropriate Motivation so as to maximize the chances of all students succeeding and reducing Anxiety of the unsuccessful students.<sup>8</sup>

### II. Material And Methods

This was a pre-experimental (one group pre-test post-test) research design. 31 unsuccessful B.Sc(N) student were selected through purposive sampling technique. In view of the nature of the problem and to accomplish the objectives of the study, structured Beck Anxiety Inventory was used to assess the Anxiety level of the students. Validity was ensured in the field of Nursing and medical departments. Reliability of the tools was tested by Cranach's alpha, which was 0.92. Pre-assessment was done on first day, for 2 days group intervention was there. From next day to 39 days individualized Motivational intervention was given. Post-assessment was done on the very next day after completion of by using Beck Anxiety Inventory. The present study was conducted in MM College of Nursing, Haryana, Mullana, and Ambala. Purposive sampling technique was adopted for selecting the study subjects.

### III. Results

The study results revealed that majority of unsuccessful B.Sc (N) 1<sup>st</sup> year students 25 (80.65%) were in the age group of 17-19 years with female students representing 22 (70.96%) of the sample. Majority of students 19(61.29%) belongs to Hindu religion whereas the highest portion of the students 21(67.74%) belongs to nuclear families. The data shows that most of the students 14(45.16%) were in the family income of >15000 and more than half of the 16(51.61%) students fathers education had graduate and above. Majority 13(41.94%) of the mothers education also had graduate and above. The large portion 22(70.97%) of the students were hostellers. Majority of the students were from 23(74.19%) English medium and most of the students 29 (93.55%) were from state board. Most of the students 13(41.94%) were passed higher secondary exam in 60-69% with majority 30(96.77%) students were passed higher secondary exam in One attempt. Most of the students 22(70.97%) attendance in first year were  $\geq 70\%$  and more than half of the students 16 (51.61%) failed in 2 subjects. The data shows that most of the students 22(70.97%) had select their course as per their parents choice and majority of the students 19(61.29%) hobby were listening music. The findings of this study indicated that MI is effective in reducing Anxiety(t value= 3.027, p value = <0.05) (Table 1).

N =31					
Depression Score	Mean	Mean Difference	S.D <sub>D</sub>	SD <sub>MD</sub>	‘t’ value
BeforeMI	21.16				
AfterMI	13.45	7.71	14.183	4.992	3.027*
T <sub>(30)</sub> = 2.04, p ≤ 0.05* (* significant)					

There was no significant association of Anxiety with the selected sample characteristics after motivational intervention but before motivational intervention it was significantly associated with age in year, passed higher secondary in how many attempts and hobbies.

### IV. Discussion

The present study findings showed that mean anxiety score after motivational intervention of B.Sc (N) 1<sup>st</sup> year unsuccessful students was significantly lower than mean anxiety score before motivational intervention (t value=3.027, p value=<0.05). These findings were consistent with the findings of the study conducted by **Prato CA, Yucha CB (2013)** where they found that biofeedback-assisted relaxation training program include diaphragmatic breathing, progressive muscle relaxation, and autogenic training was most effective in showing a statistically significant changes in students anxiety level.<sup>9</sup>

### V. Conclusion

The findings of the study revealed that motivational intervention was effective in reducing level of Anxiety of unsuccessful B.Sc (N) students.

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