

Mind Over Matter: A Comprehensive Review of Academic Anxiety, Psychological Constructs, and Interventions in Nursing Education

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ABSTRACT

Purpose: *This comprehensive review investigates the frequency and effects of academic anxiety among nursing students across diverse educational settings and demographics. It examines various psychological constructs associated with academic anxiety. Furthermore, it reviews existing psychological interventions, aiming to propose evidence-based recommendations and identify research gaps, particularly within the Indian scenario.*

Design/Methodology/Approach: *The study adopts a systematic review methodology, drawing insights from 86 references sourced from different databases including ProQuest, PubMed, Google Scholar, Research Gate, Science Direct Wiley Online Library, and University repositories.*

Finding/Result: *The review reveals a high prevalence of academic anxiety among nursing students, with contributing factors such as academic pressure, including clinical and practical factors. Key psychological constructs like low self-efficacy, locus of control, perfectionism, emotional intelligence, etc. are significantly correlated with increased anxiety. Various Psychological interventions applied, notably CBT, mindfulness techniques, and relaxation methods have demonstrated effectiveness in reducing anxiety and enhancing academic performance. The finding highlights, that there is a scarcity of longitudinal studies and specific intervention-based research, indicating a critical research gap within the Indian context.*

Originality/Value: *This review synthesizes existing research on academic anxiety among nursing students, bridging theoretical insights and practical applications. It offers evidence-based recommendations for educators, mental health professionals, and policymakers to enhance nursing students' academic performance and mental well-being. The paper also outlines future research agendas, emphasizing the need for culturally relevant interventions and longitudinal studies.*

Paper Type: Review Article

Keywords: Academic anxiety, Nursing students, Psychological constructs, and Psychological interventions.

1. INTRODUCTION :

Nursing students face considerable stress and anxiety due to strict academic standards, the need to acquire extensive knowledge and skills, and the demands of stressful professional settings. (Reverte., et al. 2021) [1]. Nursing education demands universal recognition because students face multiple challenges combining both intense academic learning and advanced clinical training requirements. (Cruz Araújo., et.al. 2022) [2]. Pupils must master major theoretical information while progressing their analytical ability while showing advanced skills through demanding circumstances. In nursing programs, the academic requirements consistently create heightened levels of stress and anxiety within student nursing populations. Working in patient care environments alongside the experience of treating patients through critical oversight while making essential decisions creates psychological distress that elevates both stress and anxiety (Savitsky B., et.al. 2020) [3]. When anxiety becomes persistent, it can lead to lower academic achievement and higher absenteeism. (Abu Ruz., et al 2018) [4]. Research shows academic anxiety affects nursing students often and creates complications related to learning and medical practice outcomes in addition to psychological wellness modification.

Academic anxiety stands as a main psychological challenge that blocks student success in their academic performance. The phenomenon manifests through psychological tension together with academic fear and loss anxieties (Rabbi & Islam., 2024) [5] which impede learning processes leading to unsatisfactory academic results. Modern global education systems demand that educators alongside psychologists and policymakers seek full understanding of both academic anxiety origins and successful remedies. Academic anxiety develops in students as both internal qualities combined with external factors contribute to their anxiety state (Cassady., 2022) [6]. The combination of personality traits and concerns about failure and low self-esteem make up internal academic anxiety origins and peer pressure parental demands and academic workloads form external anxiety triggers. Studies show academic anxiety can lead to multiple effects spanning attention disorders and memory deficits and extend to depression and school dropout if left untreated (Kayani., et al. 2020) [7].

The negative effects of academic anxiety generate two impacts: a reduction in efficient information learning and application and degraded emotional health which raises burnout risk alongside dropping out of school. Academic anxiety causes nursing students to experience problematic information learning and application abilities which leads to worsened emotional health and greater dropout likelihood and burnout frequency. These difficulties have been brought to light by numerous studies. Research reveals that burnout syndrome affects nursing students at high rates since 73.5% experienced emotional exhaustion with 70.56% who reported depersonalization alongside 76% reported personal accomplishment deficiencies. According to (Gómez-Urquiza., et.al 2023) [8] research proves burnout creates detrimental effects that damage nursing care quality and academic results and also leads courses to be abandoned resulting in poor academic performance (Rabbi & Islam., 2024) [5]. The growing educational competition requires teachers alongside psychological specialists and political figures to grasp the root explanations of academic anxiety along with workable solutions. Students develop academic anxiety primarily from internal factors and environmental influences according to Cassady., (2022) [6]. The underlying causes in students exist both within their personality and in their reactions to failure and self-image but also extend externally from social influence and heavy academic workload. Academic anxiety continues without proper intervention to create multiple negative outcomes that extend beyond memory and attention impairment including depression and educational withdrawal (Kayani., et al. 2020) [7].

Academic anxiety leads to both learning and inference difficulties of nursing students and concurrent ill effects on their emotional state which elevates their risk of both burnout and school abandonment. Academic anxiety creates substantial learning challenges for nursing students who experience poor emotional wellness while making both professional burnout and abandonment more likely. These difficulties have been brought to light by numerous studies: Research indicates burning out affects university nursing students frequently because 73.5% experienced emotional fatigue 70.56% felt detached from their work and 76% demonstrated low accomplishment in their duties. (Gomez-Urquiza., et.al. 2023) [8]. According to research, burnout can result in detrimental outcomes, such as poor nursing care quality and achievement in college and it can even lead to course dropout. Ghods., et.al. 2023) [9]. Survey results indicated that a percentage of 48 clinical-level nursing students planned to change their academic institution. A study (Altharman., et al. 2023) [10] demonstrates that the severe consequences of academic stress and anxiety affect student persistence rates. Highlighting the serious effects of academic anxiety and stress on student retention. Managing this phenomenon promises essential importance due to its uncertain nature.

This literature review delves into the various psychological constructs associated with academic anxiety specifically in nursing students, and aims to shed light on how they interact and contribute to the anxiety experienced by nursing students. Additionally, it looks into the various psychological interventions commonly employed to manage their anxiety. By synthesizing existing research and literature on this topic, the review seeks to highlight the importance of recognizing the psychological toll that academic pressures can take and points to the need for effective intervention strategies that can help mitigate these effects. This understanding is not only crucial for the academic success of nursing students but also essential for their mental health and well-being, which ultimately impacts patient care and the nursing profession as a whole. Through this exploration, the review aims to inform educators, mental health professionals, and nursing program administrators about the significance of addressing academic anxiety and the importance of fostering supportive environments that promote resilience and coping skills among nursing students.

2. OBJECTIVES :

- 1) Figure out the extent of academic anxiety experienced by nursing students across diverse educational settings and demographics.
- 2) Explore the mental factors linked with academic anxiety,
- 3) Check out existing psychological interventions aimed at lowering academic anxiety among nursing students
- 4) Propose evidence-based recommendations
- 5) Find gaps in current research regarding academic anxiety in nursing students and suggest areas for future studies

2. METHODOLOGY :

This review adopted an integrative approach to examine academic anxiety, its psychological influences, and interventions in nursing education. A comprehensive literature search was conducted across ProQuest Dissertations & Theses Global, Google Scholar, SpringerLink, Frontiers, Taylor & Francis Online, PubMed Central (PMC), Wiley Online Library, SAGE Journals, ScienceDirect Elsevier, and various university repositories. Inclusion criteria focused on peer-reviewed articles, dissertations, and conference proceedings published in English, primarily from the last decade. A sum of 86 studies were included for analysis. Guided by the study objectives: assessing the prevalence of academic anxiety, exploring associated psychological constructs, reviewing interventions, recommending evidence-based strategies, and identifying research gaps. To find recurring themes and patterns, data was taken from the chosen research and combined., and gaps in the literature, aligning with the research objectives.

3. LITERATURE REVIEW:

3.1 Academic Anxiety and its Prevalence among nursing students across diverse educational settings and demographics

Academic anxiety is a multifaceted construct that has been defined and explored by various authors in the educational field. It encompasses a range of anxieties experienced by learners, particularly in academic settings, and is recognized as a significant factor influencing student performance and well-being. “Academic anxiety is defined as a psychological state characterized by feelings of apprehension, worry, and fear related to academic performance.” (Sitzman, & Watson., (2013) [11]. It encompasses feelings of fear, uncertainty, and hesitation regarding academic tasks, often leading to a sense of discomfort and reduced learning ability (Matasa., 2024) [12]. Academic anxiety is a common mental health condition among college students, exacerbated by the pressures of higher education, indicating a growing mental health crisis (Choubey., et al. 2024).[13].

Academic anxiety is a multifaceted phenomenon that manifests through various interconnected dimensions, influencing students' emotional, cognitive, and behavioral responses to academic demands. Understanding these dimensions is essential for identifying its impact and developing effective interventions.

Table 1: Various Dimensions of Academic Anxiety

Sl.no	Dimensions	Manifestations
1	Physiological Aspects	Increased heart rate, Sweating, Nausea, Headaches, Fatigue
2	Cognitive Aspects	Negative self-talk, Intrusive thoughts about failure, Difficulty concentrating or retaining information, Catastrophize outcomes, Fear of academic failure
3	Behavioral Aspects	Procrastination, skipping classes, or dropping out of courses.
4	Emotional Aspects	Persistent feelings of dread, Helplessness, Low self-esteem, and feeling of being incapable of meeting academic demands.

Students experience academic limitations in their learning and academic accomplishments because academic anxiety involves physical reactions cognitive processes and emotional behavior. Academic anxiety is a significant concern among nursing students, with its prevalence and intensity varying across different educational settings and demographic groups. Academic anxiety affects students of every level

yet presents itself most prominently among nursing students because of their demanding coursework and practical clinical requirements. Academic anxiety persists at high rates across diverse student populations according to current research analysis. In nursing education, where the stakes are particularly high due to the implications for patient care and professional accountability, academic anxiety can be exacerbated (Fuglsang, et al., 2018) [14]. Nursing students showed moderate levels of anxiety according to the literature of a correlational study in 210 nursing students. (Mirawdali, et al 2021) [15]. 3rd- and 4th year nursing students outperformed their 1st and 2nd-year counterparts in stress measurement success rates. (Vo, T. N., Chiu, et.al. 2023) [16]. The study shows that severe anxiety symptoms affect 2–13% of nursing students. More anxiety-specific treatments must become standard practice to support nursing students both personally and academically according to research findings. (Manana, M., et al., 2023) [17]

A recent study published in Nursing Education Perspectives found that in a survey of 1,163 undergraduate nursing students, nearly 54% reported experiencing severe to extremely severe levels of anxiety, depression, or stress. This rate is notably higher than that observed in the general college student population. (Stubin, et al 2024). Publications show different prevalence numbers because this problem exists in numerous healthcare facilities. A study based in Israel found during the COVID-19 pandemic that 13.1% of nursing students suffered from severe anxiety and 42.8% experienced moderate anxiety (Savitsky, B., et al. 2020) [2]. The Saudi Arabian study of nursing students revealed that 55.2% of participants became anxious to a moderate extent and 19.5% experienced severe anxiety symptoms according to Manana, et.al. 2023 [17]. Research on nursing students from Eastern India demonstrated that 60.2% developed mild anxiety symptoms and 57.7% received a diagnosis of mild depression together with 55.2% experiencing mild stress intensity. (Helenpuui. et.al. 2024) [19]. Nursing students based in South India demonstrated moderate stress scores hovering between 77-82% according to Das et.al. 2023 [20]. Research by Nair, R. K., et.al. (2023) [21] demonstrated that nursing students throughout Karnataka India experienced high levels of depression alongside anxiety and stress. The evidence indicates mental health interventions require immediate implementation.

Multiple related factors make academic anxiety a common experience for nursing students. The combination of complex medical knowledge understanding and practical application creates too much mental stress which increases anxiety. This anxiety intensifies because students face increased pressure for high performance to receive program advancement (Cruz Araújo, et.al 2022) [1]. The pressure to grasp complicated medical concepts and apply them in practical situations can be too much to handle, which can raise anxiety levels. (Cruz Araujo, et.al. 2022) [1]. The pressure to perform well to progress in the program exacerbates this anxiety. When students experience patient interactions coupled with seeing patients suffer and must make important clinical choices, cause enhanced levels of emotional exhaustion and elevated stress and anxiety. Nursing students experience increased anxiety because of their vulnerability to serious outcomes linked to errors in their clinical work according to (Cruz Araujo, et.al. 2022) [1]. The anxieties experienced by nursing students frequently intensify because of rigorous training expectations. (Cornine, A. 2020) [22].

The combination of academic duties with personal commitments that include work outside pure academic practice creates excessive anxiety and stress for nursing students. (Seshabela, et.al. 2024) [23]. Multiple factors combined to generate elevated levels of academic anxiety in nursing students who may experience important effects on both their scholarly outcomes and their mental situation. Students who lack self-esteem experience classroom anxiety heavily because of their uncertain beliefs about their abilities. The absence of confidence becomes an obstacle for students who perform worse in their difficult tasks while showing reduced participation. (Lindsay, et.al. 2022) [24]. The constant pursuit of flawlessness can result in chronic stress and anxiety, especially when they perceive their efforts as falling short. (Gil, et.al. 2023) [25]. Academic anxiety is more common in students who have underlying mental health conditions like depression or anxiety disorders.

These conditions can exacerbate feelings of overwhelm when faced with academic pressures. (Mofatteh,. 2020) [26]. Students may experience feelings of loneliness if they do not receive academic or emotional support from peers, family, or teachers. This isolation may intensify anxiety, as students feel they have no one to turn to for guidance or assistance. (Deng, et.al. 2022) [27]. Students may experience stress if they are subjected to excessive parental pressure to perform academically. The fear of disappointing their parents or not meeting expectations often leads to heightened anxiety levels. (Zheng, et.al. 2023) [28]. Academic anxiety can be greatly exacerbated by financial difficulties, such as worries about living expenditures, tuition costs, or the requirement to work while pursuing education.

The added burden of financial strain can distract students from their studies and increase stress levels. (Hassan, et.al. 2024) [29]

Factors contributing to heightened anxiety levels among nursing students include the competitive nature of nursing programs, demanding course structures, extensive clinical experiences, and the responsibility of caring for critically ill patients. The heavy academic workload, especially clinical practice, is a primary source of stress for nursing students. (Reverte et al. 2021) [1] assessments, projects, events, and the academic setting—especially fulfilling deadlines and the quantity of tests needed., Concerns about exam performance, and perceived lack of support from faculty also cause academic anxiety. (Reverte et al. 2021) [1] Living far from family, having a low socioeconomic level, and having a family history of mental disorders can all be factors to psychological problems. These stressors can lead to negative outcomes such as health issues, academic challenges, economic burdens, and compromised patient care. Additionally, excessive anxiety may hinder the transition from student to professional nurse, potentially resulting in burnout and poor job performance.

Demographic variables also play a role in the experience of academic anxiety. For instance, a study examining self-perceived anxiety among nursing students in clinical settings found that male students reported higher anxiety levels compared to their female counterparts. However, no significant correlations were identified between anxiety levels and factors such as age, previous education, or prior employment. (Villeneuve,et al 2018) [30] . The clinical training component of nursing education is particularly anxiety-inducing for many students. Research indicates that stress and anxiety levels can fluctuate during educational training, influenced by students' abilities to employ effective coping strategies. A study focusing on this aspect revealed that approximately 47.92% of nursing students experienced moderate levels of stress, with senior students reporting higher stress levels than novices. The study also found significant correlations between perceived stress and both state and trait anxiety. (Onieva-Zafra, et al 2020) [31]

Table 2: Summaries of reviews on academic anxiety of nursing students

Sl.no	Area & Focus of Research	Findings	Reference
1	This study compares stress and mental health indicators between nursing students and the entire student population in order to better understand stress among nursing students.	Highlights that student nurses reported enhanced levels of stress impacting academics and identified potential causes of stress for nursing students, including marital status, family responsibilities, and work demands. It emphasizes the importance of stress management and self-care for nursing students. Recommends incorporating stress reduction techniques into nursing curricula and also suggests future research on interventions to decrease stress and improve mental health in nursing students.	(Bartlett, et al 2016) [32]
2	The focus of the paper is to check various factors causing anxiety among nursing students.	Academic strains that nursing students experience most frequently include workload and study-related issues. Clinical variables include handling technical equipment, making mistakes with patients, or being afraid of unfamiliar settings are other sources of stress. Generally speaking, nothing changes during the course of a student's training.	(Pulido-Martos et al., 2012) [33]
3	Evaluating and compiling previous review articles that concentrate on the stress that student nurses endure during	The review found that prelicensure nursing students feels modest to excessive stress levels throughout their education and clinical training. This	(Labrague, 2024) [34]

	their education and training is the goal of a broad review. Understanding stress levels, determining stressors, and investigating coping mechanisms are among the specific objectives.. It provides a comprehensive overview of the stress landscape among student nurses, which can guide future research.	indicates a pressing need for effective strategies to manage stress in this population [1]. The major sources contributing to the stress experienced by student nurses include Academic requirements, responsibilities during care of patients, Relationships, and communication with faculty and clinical staff. This highlights the importance of supportive educational environments in promoting student well-being and academic performance.	
4	The paper conducts an integrative literature review identifying nine themes of clinical practice anxiety in nursing students, including fear of mistakes and incivility from staff. It emphasizes the need for targeted interventions and further research on effective anxiety reduction strategies.	The study identified nine specific themes that contribute to practice-related anxiety, including accountable to mistake, fear of the not known, faculty hostility, concerns about personal image, self-concept, and health, and the gap between theoretical learning and practical application. All these factors can lead to feelings of inadequacy and anxiety in clinical settings, The integrative review sheds light on the multifaceted nature of clinical practice anxiety in nursing students, emphasizing the need for targeted interventions to support their educational journey.	[Gaberson, et al 2024) [35]
5	The paper focuses on resilience in nursing students to cope with their academic anxiety.	It emphasizes the need for resilience programs and identifies effective intervention strategies to help nursing students manage stress, which may indirectly relate to academic anxiety.	(Diffley, & Duddle, 2022) [36]
6	The paper focuses on faculty perceptions of anxiety, its contributing factors, and the role of faculty in helping students to manage these feelings.	The outcome express that while nursing faculty recognize anxiety as a significant issue among students, there is a lack of clarity regarding its impact on learning. However, faculty members feel equipped to help students manage their anxiety, which could lead to improved educational experiences in nursing programs.	[Tansey, & Carroll, 2024)[37]
7	Investigate stress factors among nursing students in Pakistan. Highlight the need for support mechanisms in nursing education. The study examines the various stress factors felt by student nurses in both public and private institutions in Pakistan. It aims to identify the specific challenges that contribute to the stress levels of these students, utilizing a quantitative approach.	The findings reveal that academic-related stress is the most significant challenge for nursing students, impacting their sleep patterns, self-study capabilities, and punctuality. Other notable stress factors identified are uncooperative clinical staff, difficulties in accessing essential facilities, and language proficiency barriers.	[Jadoon, et al 2023)[38]

8	This review focuses on identifying and analyzing various factors that impact nursing students' performance in both academic and clinical settings, as well as the reasons behind their attrition from nursing programs.	It is found that targeted interventions are necessary to enhance both academic and clinical performance while reducing attrition rates. This includes providing better support systems, improving teaching methods, and creating a more inclusive and engaging educational environment.	[Pitt, et al 2012). [39]
9	The paper centers on understanding how resilience develops in nursing students. It aims to explore the factors that contribute to building resilience during their education and training. The systematic qualitative review synthesizes various studies to identify common themes and insights related to resilience in this specific group of students.	The review highlights several themes that are crucial for fostering resilience, including. Support Systems, Personal Attributes, and Experiential Learning. The study emphasizes that educational institutions should focus on creating supportive environments that nurture these attributes and provide resources for students to enhance their resilience. It also recommends further research to explore specific interventions that can effectively enhance resilience among nursing students, as well as longitudinal studies to assess the long-term impact of resilience training on their professional practice.	[Amsrud, & Severinsson, 2019). [40]
10	This article assesses undergraduate nursing students' stress levels and ways to deal with them. in Western Rajasthan.	The findings revealed that 82.4% of the nursing students felt a medium stress level. The important source of stress identified is interface worries. The study recognized that there is a critical need for implementing stress management programs tailored for nursing students. Such programs could better equip these future health professionals to handle the various challenges they face in their training and future careers	(Nebhinani, & Rani, 2020). [41]

3.2 The psychology of academic anxiety.

Exploring the psychological constructs connected with academic anxiety among student nurses reveals a complex interplay of various psychological constructs that can significantly impact their educational experience and overall well-being. Here are some key constructs identified in the literature:

Table 3: impacts of various psychological constructs on academic anxiety

Sl. no	Psychological constructs	Impacts on academic anxiety
1	Emotional Intelligence (EI) The ability to identify, comprehend, and control one's own emotions as well as those of others is a component of emotional intelligence.	Higher levels of EI are associated with reduced academic anxiety. Students' adapt at managing their emotions can better navigate academic pressures, leading to decreased stress and improved performance.
2	Academic Procrastination The deliberate postponement of beginning or finishing academic assignments is known as academic procrastination, and it frequently results in elevated levels of stress and anxiety.	Procrastination can create a cycle of increased workload and time pressure, exacerbating feelings of anxiety and hindering academic performance.

3	<p>Locus of Control The term "locus of control" describes a person's perception of their level of control over circumstances that impact them. Whereas an external locus of control implies that external variables mostly govern results, an internal locus of control shows a belief in personal "control over outcomes.</p>	<p>Students with an "internal locus of control" are likely to experience less academic anxiety, as they feel empowered to influence their success through their actions. Conversely, those with an external locus may feel helpless, increasing anxiety levels.</p>
4	<p>Mindfulness The practice of awareness involves keeping a nonjudgmental awareness of one's thoughts, feelings, and surroundings in the present.</p>	<p>Engaging in mindfulness practices will help in reduction in academic anxiety by promoting relaxation and enhancing focus. Mindfulness helps students detach from negative thought patterns that contribute to anxiety.</p>
5	<p>Grit Grit is characterized as tenacity and enthusiasm for long-term objectives, which empowers people to endure adversity.</p>	<p>Students with high levels of grit are more resilient against academic setbacks, which can mitigate feelings of anxiety related to academic performance.</p>
6	<p>Rumination Rumination involves repetitive and passive focus on one's distress and the circumstances surrounding it, rather than on solutions.</p>	<p>Engaging in rumination can intensify feelings of anxiety, as students may become involved in a cycle of negative thinking without taking action to alleviate their stressors.</p>
7	<p>Fear of Negative Evaluation (FNE) Fear of Negative Evaluation refers to the apprehension and distress individuals experience over the possibility of being judged unfavourably by others. This fear can significantly impact students' participation in academic and social settings.</p>	<p>High levels of FNE can lead to increased academic anxiety, as students may avoid participating in class discussions, fear presenting in front of peers, or experience heightened stress during evaluations.</p>
8	<p>Achievement Motivation Achievement motivation pertains to an individual's drive to excel and achieve competence in academic tasks. It influences the setting of goals, persistence in the face of challenges, and the overall approach to learning.</p>	<p>Balanced achievement motivation can enhance academic performance and reduce anxiety. However, excessively high motivation, especially when linked to perfectionism, can increase anxiety levels.</p>
9	<p>Learned Helplessness When people feel powerless to influence events, they exhibit instinctual helplessness, which makes them act passively when faced with difficulties. This mindset can develop after repeated experiences of failure or lack of support, resulting in a sense of powerlessness.</p>	<p>Students exhibiting learned helplessness may experience heightened academic anxiety due to a perceived lack of control over their academic success. This can lead to decreased motivation, avoidance of challenging tasks, and poor academic performance.</p>
10	<p>Sleep Hygiene and Fatigue.The term "sleep hygiene" describes behaviors that encourage consistent, healthy sleep. ,while fatigue denotes a state of physical and mental exhaustion. Both factors significantly influence cognitive functions, emotional regulation, and overall well-being.</p>	<p>Poor sleep hygiene and resulting fatigue can exacerbate academic anxiety by impairing concentration, memory, and problem-solving abilities. Sleep-deprived students may find it challenging to cope with academic demands, leading to increased stress and anxiety.</p>
11	<p>Cognitive Flexibility The ability to mentally move between thinking about various ideas and adjusting to new</p>	<p>Students with high cognitive flexibility can adapt to academic challenges more</p>

	knowledge or environmental changes is known as cognitive flexibility.	effectively, reducing anxiety by employing alternative strategies and perspectives.
12	Social Comparison Social comparison involves evaluating oneself with others. In academic settings, students often compare their performance, abilities, and progress with peers, which can influence their self-perception and motivation.	Engaging in frequent social comparisons can lead to increased academic anxiety, especially if students perceive themselves as inferior to their peers. This can result in feelings of inadequacy, decreased self-esteem, and heightened stress.
13	Self-Efficacy Self-efficacy is a person's confidence in their capacity to carry out tasks and accomplish objectives. High self-efficacy is linked to improved motivation, resilience, and learning strategies in the classroom.	Students with low academic self-efficacy may doubt their capabilities, leading to increased anxiety, especially when facing challenging coursework or evaluations. Conversely, high self-efficacy can buffer against stress and reduce anxiety levels.
14	Perfectionism Setting unreasonably high expectations for oneself and aiming for perfection are characteristics of perfectionism. Maladaptive perfectionism is typified by excessively critical self-evaluations and worries about making mistakes, even if it can motivate performance.	Maladaptive perfectionism can lead to heightened academic anxiety, as students may fear failure, procrastinate, or experience significant stress trying to meet unrealistic expectations.

Understanding these constructs provides valuable insights into the factors contributing to the multifaceted nature of academic anxiety. Addressing these areas through targeted interventions can help mitigate anxiety and enhance students' academic experiences.

Low self-efficacy can contribute to increased academic anxiety, as nursing students may doubt their competence in handling clinical tasks or managing the rigorous demands of their program. Studies have shown that enhancing self-efficacy through supportive interventions can mitigate anxiety levels. (Amadu et al 2024) [42] , Masha'al et al 2022) [43]. Fear of failure is a prevalent construct among nursing students, often stemming from high academic expectations and the critical nature of their future roles in healthcare. This fear can lead to heightened anxiety, particularly during assessments or clinical evaluations, as students worry about making mistakes that could affect patient care and their professional reputation¹. (Cruz Araújo, et.al. 2022) [1] Nursing students often exhibit perfectionistic tendencies, which can lead to chronic stress and anxiety when they perceive they are not meeting these standards. This construct is closely linked to feelings of inadequacy and fear of judgment from peers and instructors⁴. (Sonmez, et al 2023) [44]. Social comparison involves evaluating oneself against others, which can exacerbate feelings of anxiety among nursing students. When students compare their performance or abilities to those of their peers, it can lead to increased self-doubt and anxiety, particularly if they feel they do not measure up. (Cruz Araújo, et.al. 2022) [1]

Moral distress arises when individuals are unable to act according to their ethical beliefs due to constraints in their environment, such as during clinical training. Nursing students may experience moral distress when faced with difficult decisions or witnessing suboptimal patient care, which can contribute to feelings of anxiety and hopelessness¹⁴. (Sonmez, et al 2023) [44]. Academic stressors, including heavy workloads, time management challenges, and high-stakes testing environments, are significant contributors to anxiety among nursing students. The pressure to perform well academically while balancing clinical responsibilities can create a high-stress environment that exacerbates feelings of anxiety²⁶. (Sanad, H. 2019) [45]

The presence or absence of emotional support systems significantly influences the academic anxiety experienced by nursing students. Strong support networks from peers, faculty, and family can buffer against stressors and reduce feelings of isolation and anxiety during challenging times. Locus of control is a psychological construct that has a significant relationship with academic anxiety, particularly among nursing students. A person's perception of their degree of control over events that impact them is known as their locus of control, and it can be divided into two categories: internal and external. When people

have an internal locus of control, they feel that their choices and actions can affect how their lives turn out, but when they have an external locus of control, they ascribe results to outside forces like fate, luck, or the deeds of others.

Nursing students' coping mechanisms have a big impact on how they handle their academic anxieties. While maladaptive coping mechanisms, such as avoidance and denial, can make stress and anxiety worse, adaptive coping mechanisms, such as problem-solving and seeking help, are linked to lower anxiety levels.

Research indicates that teaching effective coping mechanisms can help reduce academic anxiety among nursing students. (Masha'al et al 2022) [43] & (Sanad, H. 2019) [45].

Table 4: Summary of research studies on different Psychological Constructs

Sl. no	Area& Focus	Findings	Reference
1	The research investigates the effects of emotional intelligence on academic procrastination and locus of control tendencies among university students.	The research concludes that emotional intelligence plays a significant role in influencing university students' academic behaviors and perceptions of control over their own lives. It emphasizes how crucial emotional intelligence is in shaping kids' locus of control and academic actions.	Deniz et al (2009). [46]
2	The study intends to explore the dynamic interactions between higher education students' academic stress, academic motivation, emotional intelligence, and mindfulness.	Reduced academic stress is linked to higher emotional intelligence and mindfulness levels. In order to foster resilience and assist students' academic achievement, the analysis emphasizes the significance of programs meant to improve emotional intelligence and mindfulness.	Zhang, et al (2024) [47]
3	The researchers aim to understand how prevalent procrastination is within the group of nursing students and the study intends to highlight the significance of academic procrastination as a behavioral issue that affects students' academic performance.	The findings suggest that academic procrastination is a significant issue among nursing students, with a majority experiencing high to moderate levels of procrastination.	Saikia, & Aktar, (2024). [48]
4	The study aims to investigate the role of difficulties in emotion regulation in academic procrastination.	Individuals with high levels of procrastination reported higher Difficulties in Emotion Regulation Score (DERS).	Bytamaret al (2020). [49]
5	Focused on exploring the connection between two psychological phenomena: worry and fear of a poor evaluation . It examines the correlation between students' fear of being negatively evaluated and their levels of anxiety.	The study finds that among engineering students, anxiety and fear of receiving a poor grade are significantly positively correlated. It suggests that anxiety levels are higher among students who are more afraid of receiving a poor grade.	Kuma et al. (2015). [50]
6	The chapter investigates the role of anxiety in college science courses that use active learning methods. Tries to	Integrating mindfulness practices and stress-reduction techniques into the classroom can help students manage	Cooper, & Brownell, (2020) [51]

	understand how student anxiety manifests in these settings and to propose strategies for alleviating it to create more equitable classrooms.	their anxiety. This can include short meditation sessions, breathing exercises, or even encouraging regular breaks.	
7	to examine the body of evidence on how well mindfulness-based meditation works to lower college students' levels of stress and anxiety. It also aimed to investigate the ways in which these studies integrated mindfulness.	According to the report, mindfulness meditation has the potential to help college students feel less stressed and anxious. but calls for more research to address existing gaps and establish conclusive evidence.	Bamber, & Schneider (2016). [52]
8	The study looks into the connection between school-age adolescents' academic anxiety and accomplishment motivation. The study concentrated on variations according to their demographic characteristics.	These findings highlight the varying influences of demographic factors on students' achievement motivation and academic anxiety.	Chauhan, (2016). [53]
9	The study's main objective was to look at the connection between students' anxiety, accomplishment goals, and self-determined motivation. The author carefully examined the ways in which students' anxiety was impacted by intrinsic motivation, extrinsic motivation, motivation, mastery goal orientation, and performance-goal orientation.	The study found that external pressures and the lack of internal motivation contribute significantly to students' anxiety. Intrinsic motivation and a focus on mastery goals were found to have a more positive impact, reducing anxiety among students. Students' anxiety was positively associated with performance-goal orientation, extrinsic motivation, and motivation.	Ariani, (2017). [54]
10	The purpose of the study was to investigate the incidence and consequences of stress, anxiety, and depression in University for Development Studies undergraduate nursing students.	The findings showed that these mental health conditions were significantly more common among the students, with many of them suffering from moderate to severe forms of stress, anxiety, and depression. The study comes to the conclusion that more counseling facilities for nursing students, stress management education, mental health screenings, and better mental health services are all necessary. This would assist in addressing the high frequency of mental health issues and how they affect students' general well-being and academic performance.	Amadu, (2024). [42]
11	The purpose of this study was to ascertain how a cohort of nursing students' psychological discomfort, anxiety, depressive symptoms, and stressful life events evolve over the course of their education. Additionally, the study sought to	It was discovered that between their first and fourth years of study, nursing students' psychological markers considerably improved. Additionally, the prevalence of anxiety and depression symptoms significantly increased. Financial difficulties,	Sonmez, et al (2023). [44]

	record the variables associated with anxiety, depression symptoms, and psychological discomfort in the fourth year of school.	future-focused anxiety, academic stress, and discontent with the nursing major and social activities were the main stressors that contributed to this rise. The study made clear that in order to improve nursing students' mental health, interventions that lessen stress, anxiety, and psychological discomfort are necessary.	
12	Sought to investigate how screen time and school start and end hours affected teenagers' sleep disruptions during the Chinese lockdown. The study also looked into how adolescents' anxiety levels and academic performance were impacted by these sleep disruptions and sleep-related disabilities.	The study highlighted that changes in school schedules and increased screen time during the lockdown have significantly impacted adolescents' sleep and mental health. It emphasizes the need for further research and interventions to address sleep disturbances and their effects on academic performance and mental well-being.	Zhang et al. (2021). [55]
13	To investigate how well academic stress and academic self-efficacy affect nursing students' academic happiness.	Findings revealed that high academic stress was common among nursing students, and at the same time, self-efficacy played a crucial role in enhancing their academic satisfaction. Consequently, academic institutions should focus on providing better psychosocial support and mentoring to nursing students to improve their self-efficacy and overall academic satisfaction.	Shehadeh, et al. (2020). [56]
14	The purpose of this research was to measure negative perfectionism among nursing students, evaluating how it affects their education and well-being. The study sought to determine the degree of socially imposed, other-oriented, and self-oriented perfectionism in a sample of nursing students..	It highlights that 65% of students showed moderate to elevated levels, and 48% showed elevated levels. According to the study, negative perfectionism is more common among nursing students than in the overall population. The findings imply that in order to lessen perfectionism's detrimental impacts on learning and mental health, teachers must be aware of it in their pupils and offer help.	Kelly, & Clark, (2017) [57]
15	The intention of the study was to investigate the relationships among university students' self-reported depressed symptoms, aspects of stress reactivity, and perfectionist traits. The researchers looked into the relationships between different dimensions of perfectionism and other aspects of stress reactivity, and	The results provide credence to the notion that perfectionists are more sensitive to pressures associated with their self-definition. When these individuals encounter stressors that threaten their self-image, their stress reactivity is activated, leading to depressive symptoms. It emphasizes how crucial it is to comprehend and deal with perfectionism in order to	Flett, et al (2016). [58]

	how these connect to symptoms of depression,	lessen stress and depressed symptoms.	
16	The study looked at how pupils' academic performance was affected by LOC, academic self-efficacy, and tutoring.	The study concludes that measuring students' LOC and self-efficacy can help identify those who require intervention to enhance their performance.	Drago et al. (2018) [59]

3.3 Academic Anxiety: Insights to the Interventions

Academic anxiety's impact on student learning techniques was studied by (Collie et al. 2017) [60] among high school students. Research has shown that academic buoyancy acts as a mediator between specific learning techniques including memorization and goal setting. The paper concluded language differences in the use of learning techniques and provided recommendations for therapies targeting academic buoyancy and anxiety. (Gogol et al. 2017) [61] developed an integrated model that was used to test links among academic self-concept, anxiety, and interest in different disciplines. Findings indicated that global elements of these variables played a more significant role in affecting academic performance than did discipline-specific elements. The construct makes it possible to elucidate complicated relations between emotional and motivational components within education. (Wongtongkam et al. 2017) [62] evaluated how university workers reacted to mindfulness meditation techniques regarding their job satisfaction and both anxiety and mindfulness levels during the evaluation process in 2017. Through mindfulness practice, individuals become more aware while the practice simultaneously decreases their anxiety levels and prevents sleep disruption. Researchers found through qualitative assessment that mindfulness practices lead to better relationship quality together with emotional regulation which confirms mindfulness works as an effective workplace wellness treatment. Research published (by Ramirez et al.2018) [63] focused on understanding the dimensions of math achievement and math anxiety as well as the nature and student-related factors for anxiety susceptibility. This study presents an innovative model of math anxiety that details the assessment dynamics that create and influence its development and management.

Cassady et al. 2019, [6] investigated the connection between university students' various forms of anxiety and depression. Neuroticism was a predictor of depression, although academic anxiety provided a more specific relationship to depressive symptoms. The findings support a nested anxiety model, providing insights into early intervention for kids experiencing emotional distress. (Harris et al. 2019) [64] investigated the hypothesis that test anxiety for females would be more significant than for males, whereas exam anxiety is the same for both sexes. This hypothesis was based on the gender differences in biology test performance. Females' and males' test performance had improved after receiving an intervention for test anxiety. According to this paper, by reducing the test anxiety score, their STEM performance also increases. (Milling et al.2019) [65] explored the effectiveness of hypnosis in the treatment of depression. Among 197 studies, ten met the inclusion criteria and had shown significant improvement in depressive symptoms. During treatment, the average effect size was 0.71, and during the follow-up, it was 0.52. Hypnotic treatments achieve depression therapy outcomes that match those of established psychological procedures therefore establishing hypnosis as a valid treatment alternative. (Pasqualucci et al. 2019) [66] investigated mental health symptoms together with burnout and quality of life measurements in Brazilian medical residents. The study revealed both high-stress equilibria alongside anxiety levels and despair as well as burnout alongside powerful connections with patients' life quality.

Implementing different stress-reducing methods help to reduce anxiety. Encouraging clinical preceptors to practice these techniques with students during their course can be effective. (Solomon, 2023) [67]. Using path analysis showed that a link between self-regulation and PSU has mental health outcomes: Path analysis helps explain PSU effects better on student mental well-being. The authors conclude with suggestions to mitigate medical trainees' mental health problems. (Yang et al. 2019) [68] evaluated the incidence of PSU among Chinese students. It was found that PSU has predicted academic anxiety and procrastination in relationship with self-regulation. Educating nursing students about anxiety management strategies can empower them to better handle their stressors. Psychoeducational interventions often include teaching coping skills and relaxation techniques, which can lead to improved self-efficacy in managing academic anxiety. (Benjamin, et al 2023) [69]

Table 5: Literature review summary of various psychological interventions for academic anxiety

Sl. no	Area & Focus of Research	Findings	Reference
1.	This study looks into the application of Mindfulness based stress management techniques in the reduction of Academic anxiety among nursing students.	Mindfulness-Based Stress Reduction techniques have shown significant effectiveness in reducing anxiety levels among nursing students. It helps students learn to manage stress and anxiety through mindfulness meditation, promoting a sense of presence and acceptance of experiences.	(Peak, 2022) [70]
2	This article focus to integrate the application of the CBT approach into university students to enhance coping mechanisms and reduce academic stress. It mainly tries to evaluate its effectiveness, and resilience practices in managing stress among the students.	The study indicates that cognitive-behavioral strategies positively contribute to stress reduction among university students, suggesting potential effectiveness in enhancing coping mechanisms for nursing students facing academic stress.	(Mussawar, et al 2024) [71]
3	The main focus of the systematic review paper is to investigate the application of different interventions in reducing test anxiety among nursing students. The review included 11 studies from various countries, focusing on interventions such as aromatherapy, music therapy, confidence training, animal-assisted interventions, and guided imagery.	Combining aromatherapy with music therapy has been found very useful in minimizing test anxiety among nursing students. These complementary therapies promote relaxation and emotional well-being, contributing to lower anxiety levels during high-stress periods like exams.	(Kaur Khaira, et al 2023).[72]
4	This systematic review tries to identify the success of psychological-based interventions in reducing stress and enhancing coping skills among nursing students. The primary focus was on understanding how these interventions impact stress levels, while also considering secondary outcomes like anxiety, depression, empathy, and self-esteem.	Relaxation Techniques based interventions have been shown to significantly decrease anxiety symptoms. These techniques help students manage physiological responses to stress.	(Lim, et al. 2010) [73]
5	The study investigated the effects of therapy dog interactions on exam anxiety among baccalaureate student nurses. The paper explores the effectiveness of therapy dog interactions to minimize anxiety during exam among nursing students, thereby contributing to improved academic outcomes and overall well-being in this population.	The intervention involving therapy dogs led to a notable decrease in test anxiety levels among the nursing students. The study provides strong evidence that therapy dogs can significantly alleviate test anxiety in nursing students, both psychologically and physiologically, making a compelling case for their use in educational interventions.	(Walker, 2022) [74]
6	The focused to evaluate the instant effectiveness of guided imagery techniques in relieving stress among	The outcome revealed that guided imagery techniques were effective in providing instant stress relief, as	(Bhadra, & Kahar, 2024) [75]

	student nurses. It also tries to identify effective stress management techniques that could enhance their performance in all academics and overall feeling of wellness with a sample of 100 student nurses employing a quasi-experimental design.	evidenced by the significant reduction in high-stress levels post-intervention. This suggests that incorporating guided imagery techniques into educational settings may improve student well-being and help them develop better adjustment mechanisms to cope with stress.	
7	Study Focused to evaluate the effectiveness of two forms of Stress Inoculation Training abbreviated and standard on the state and trait anxiety levels of high-stress senior college students. The study specifically targeted students facing significant stress due to academic pressures.	The study concluded that abbreviated SIT is effective in reducing state anxiety among high-stress senior college students, but its effects are short-lived. In contrast, both forms of SIT were ineffective in reducing trait anxiety. The results highlight the potential of abbreviated SIT as a useful tool for minimizing, but need to apply in different populations.	(Bersamin, 2023) [76]
8	The research investigates how cognitive hypnotherapy, which combines cognitive behavior therapy (CBT) with hypnosis, can be used to manage depression in patients facing severe physical and psychosocial challenges. The goal is to develop more effective treatments for depression in palliative care, as traditional methods such as antidepressant medications and supportive psychotherapy often fall short.	The study found that cognitive hypnotherapy is an effective multimodal treatment for depression in palliative care patients. It improves treatment results by fusing the benefits of hypnotherapy with cognitive behavioral therapy. According to the results, CH can considerably enhance palliative care patients' quality of life by lowering their levels of anxiety, depression, and other psychosomatic symptoms. In the context of palliative care, the study further highlights the necessity of additional empirical validation and improvement of this therapeutic strategy.	Alladin, A., (2018) [77]
9	The study intention is to investigate the effect of autogenic training (AT) as a therapeutic intervention for reducing anxiety disorders. The research aims to synthesize findings from various studies to understand how AT can help individuals manage anxiety across different populations and settings.	Autogenic training effectively reduces anxiety in student nurses, particularly when implemented in structured sessions, guided by qualified practitioners. Regular practice and tailoring the approach to individual needs enhance its effectiveness as an adjunctive therapy for anxiety management.	(Yumkhaibam, et al 2023) [78].
10	This article primarily aimed to investigate whether psychological and educational counseling could reduce anxiety among nursing students. The research involved 100 second- and fourth-year baccalaureate nursing students from Shiraz University of Medical Sciences, Iran,	The implementation of a 12-week intervention program of psychological and educational counseling significantly reduced anxiety, increased self-esteem, and improved academic performance in nursing students over time.	(Sharif, 2004) [79]
11	This research tries to critically appraise the current nursing	The review highlights that student nurse stress in clinical settings has been a	

	literature regarding interventions designed to mitigate student nurse stress in clinical learning environments. The study seeks to provide clinical nurse educators with evidence-based insights into effective strategies for addressing this prevalent issue. It synthesizes existing research on interventions for student nurse stress, providing actionable recommendations for clinical nurse educators to enhance their teaching and support their students effectively.	significant issue in nursing literature for many years. The literature review identifies four main types of interventions that have been used to reduce student nurse stress. Peer Mentoring, Clinical Experiences, Constructive Teaching Behaviors, and Multi-Modal Instructional Methods The review emphasizes the importance of clinical nurse educators to effectively implement these stress-reducing interventions in their educational practices. It also encourages them to become more active in nursing education research to further explore and validate these interventions.	(Wang & Sartain, 2024) [80]
12	The study aimed to implement and evaluate a mindfulness intervention to reduce anxiety in nursing students during simulation sessions, addressing a significant challenge in nursing education.	The paper highlights that a high percentage of college students experience overwhelming anxiety, with specific statistics showing that nearly 50% of students reported experiencing anxiety at some point in the last year. Various interventional strategies have been explored to alleviate anxiety among nursing students, including training, Cognitive Behavioral Approach, and Diaphragmatic Breathing. The paper concludes that it is crucial for nursing educators to recognize the occurrence of anxiety in their students and to implement these interventional strategies to support their learning and well-being.	(Masterman, 2012) [81]
13	This paper addresses the issue of anxiety felt by undergraduate student nurses in clinical learning environments. The paper seeks to provide insights and practical strategies for clinical nursing faculty to help reduce anxiety in nursing students, thereby enhancing their learning experience and clinical performance. The focus is on creating a supportive environment and utilizing effective interventions to address the challenges faced by students in clinical settings.	One of the most important learning environments for nursing undergraduates is the clinical setting. But it also comes with difficulties that might make students feel more stressed and anxious, which can harm their clinical performance and rotational success in general. High levels of anxiety are highlighted as a significant threat to students' clinical performance. This shows the importance of addressing the anxiety of students.	(Moscaritolo, L. M. 2009). [82]
14	The study looks into how an eight-week mindfulness meditation course affects nursing students' stress and anxiety levels when they are on clinical placement.	According to the findings, mindfulness meditation can help nursing students' mental health by successfully lowering their levels of stress, anxiety, and sadness. These results demonstrate the	(Irawan, et al 2024). [83]

	<p>The study concentrated on nursing students in particular, who frequently endure high levels of stress and anxiety as a result of the demands of their clinical and academic training.</p> <p>It aimed to provide evidence on whether mindfulness meditation could serve as an effective intervention to enhance mental health and minimize anxiety level among nursing students, thereby improving their overall well-being and academic performance.</p>	<p>potential advantages of using mindfulness meditation as a therapeutic strategy for nursing students who are experiencing high levels of stress and anxiety while undergoing training.</p>	
15	<p>The main focus of this paper is to evaluate the usefulness of a solution-focused brief intervention on stress levels among nursing students in the Ilorin metropolis, Nigeria. Here are the key results derived from the research:</p>	<p>The study identified that solution-focused brief intervention is an effective strategy for managing physical, behavioral, and psychological manifestations of stress among nursing students. It was recommended that therapists incorporate this intervention into their practice to help nursing students cope with stress. These results highlight the potential of solution-focused brief intervention as a valuable tool in stress management for nursing students.</p>	<p>(Adigun, et al 2024) [84]</p>

These interventions highlight the importance of a multi-faceted approach to addressing academic anxiety among nursing students, combining psychological techniques with holistic practices for optimal effectiveness. Future research should focus on larger sample sizes and longitudinal studies to strengthen the evidence base for these interventions.

5. CURRENT STATUS AND NEW RELATED ISSUE :

5.1 Current Status

1. Limited Empirical Research: While academic anxiety among nursing students has been widely studied in global settings, there is a significant gap in Indian research. Most available studies are cross-sectional and focus on general academic stress rather than anxiety-specific challenges unique to nursing education.

2. Scarcity of Longitudinal Studies: Existing studies primarily rely on single-time-point measurements, providing only a snapshot of anxiety levels rather than tracking its evolution over time. A longitudinal approach is needed to analyze how anxiety fluctuates across different academic years, during clinical training, and in post-graduation transitions.

3. Psychological Constructs and Theoretical Gaps: Many psychological constructs like locus of control, self-efficacy, resilience, and perfectionism are well-documented contributors to academic anxiety in other fields and are underexplored in the nursing domain. Especially, Locus of control, a crucial factor influencing students' perceived control over their academic success, is rarely explored in Indian nursing education research. Similarly, Psychological constructs linked to coping mechanisms and interventions need more focused investigation to develop targeted interventions.

4. Limited Application of Psychological Interventions: There is still a dearth of research on psychological therapies that work well for academic anxiety among Indian nursing students. Cognitive-behavioral therapy (CBT) and mindfulness have been explored and more specific and evidence-based interventions tailored for nursing students are lacking. Hypnotic Ego-Strengthening Techniques (HEST), known to enhance self-confidence and reduce performance anxiety, have not been systematically applied or evaluated in Indian nursing education.

5.2 Emerging Issues

1. The Need for Context-Specific Psychological Interventions: Most existing interventions are borrowed from general education or clinical psychology, without adaptation to the unique academic and clinical stressors faced by nursing students. There is a need to develop and test specific interventions and strategies focusing on academic anxiety and psychological constructs.

2. Academic Anxiety and Clinical Training Stress: Clinical exposure in nursing education brings additional anxiety due to fear of making mistakes, dealing with real patients, and high expectations from supervisors. Future research should focus on the intersection between academic anxiety and clinical performance anxiety, which remains an underexplored area in the Indian nursing context.

3. Need for Multi-Dimensional and Longitudinal Research: Future studies should adopt a longitudinal design to track how anxiety evolves, how students develop coping mechanisms, and what factors contribute to resilience in nursing education. Incorporating psychophysiological measures (e.g., cortisol levels, heart rate variability) alongside self-reported anxiety scores could provide a more holistic understanding of academic anxiety.

Also, as mental health in higher education gets more attention, it makes sense to look into how specific psychological interventions could help reduce academic anxiety for nursing students.

6. RESEARCH GAP :

1. Limited Studies on Academic Anxiety in Indian Nursing Students: While academic anxiety is widely studied in general student populations, research specifically focusing on nursing students in India is scarce. Most studies focus on general stress rather than academic anxiety as a distinct psychological condition. (Tapariya, 2020) [85] Nursing students face unique academic and clinical challenges that differ from other fields. Very few address the anxiety linked to clinical training, practical skills, and patient interactions. A lack of specialized studies means that interventions and policies may not be tailored to their specific needs.

2. Scarcity of Longitudinal Studies on Academic Anxiety: Most studies on academic anxiety are cross-sectional, capturing data at a single point in time. These limits understanding of how anxiety progresses across different stages of nursing education. Anxiety may fluctuate at different academic stages (first-year transition, clinical training, second-year internships), but without longitudinal data, it is difficult to determine patterns, triggers, or long-term effects. (Abu Ruz, et al 2018) [4].

3. Underexplored Psychological Constructs in the Indian Context: Studies on academic anxiety in Indian nursing students do not sufficiently explore key psychological constructs like, Locus of Control, Self-Efficacy, perfectionism, Social Comparison, etc. Understanding these constructs could help design personalized interventions based on students' cognitive and emotional profiles.

4. Limited Application and Evaluation of Psychological Interventions: While some psychological interventions like mindfulness and CBT are studied, specific interventions for nursing students are rarely tested in India. Hypnotic Ego-Strengthening Techniques (HEST) have not been applied or studied for managing academic anxiety in Indian nursing students. Nursing students require specific interventions that cater to their clinical stressors, shift-based workload, and academic rigor. (Abu Ruz, et al 2018) [4].

5. Limited Participatory Research in Nursing Education:

The majority of experimental studies use top-down formats in which students remain disconnected from intervention development. As part of your research design, you will implement an action research structure that will use student participation to develop more contextualized interventions that function efficiently in clinical environments. (Hwang & Kim, 2022) [86] recognized factors associated with academic burnout while not implementing participatory action research.

This current investigation addresses academic anxiety research gaps by developing an innovative interventional model that meets nursing students' needs across cultures while providing sustainability. The research will establish a crucial understanding of psychological factors and dynamics in conjunction with personal control variations alongside academic success patterns of students attending challenging professional academic courses.

7. RESEARCH AGENDA :

After analyzing the research gap, a few agendas were identified and these agendas should be prioritized for future studies to enhance the understanding and management of academic anxiety among nursing students.

1. Investigate the Role of Psychological Constructs in Academic Anxiety.
2. Explore how coping mechanisms (problem-focused vs. emotion-focused) influence academic anxiety outcomes.
3. Develop and validate psychometric scales specifically for Indian nursing students to measure psychological constructs related to academic anxiety.
4. Investigate the role of peer support and faculty guidance in alleviating stress and anxiety in clinical settings.
5. Implement longitudinal, evidence-based interventional studies to track how anxiety evolves over different academic years.
6. Compare anxiety levels among diploma, undergraduate, and postgraduate nursing students to understand variations across different education levels.
7. Develop and test nursing-specific psychological interventions for academic anxiety, including.

By addressing these research agendas, future studies can provide deeper insights into academic anxiety among nursing students and develop evidence-based interventions to support their mental well-being and academic success.

8. LIMITATION :

1. The review lacks a substantial number of studies conducted in the Indian context, particularly focusing on nursing students. Foreign research findings about nursing student anxiety risk limited use in Indian populations due to cultural educational and educational distinctions.
2. Absence of Longitudinal Data: Research studies in the literature evaluate how effective long-term interventions are for academic anxiety yet these findings weakly predict outcome persistence in longitudinal studies.
3. Scarcity of Action Research: The lack of thorough research about using action research methodology for academic anxiety intervention creates useful data on its execution possibilities and effects.
4. Focus on General Interventions: Research mostly deals with common stress and anxiety management methods rather than specific interventions and approaches. This highlights insufficient studies that allow direct assessment.

9. CONCLUSION :

Recent studies reveal academic anxiety merits direct attention including its mental health aspects. The Indian nursing education context suffers from limited availability of context-specific interventions that integrate different treatment approaches. An action research study incorporating hypnotic ego-strengthening evidence-based practices along with locus of control modifications aims to fill current research gaps. This review paper shows why administrators and teaching staff must prioritize academic anxiety treatment and promote internal control perception in nursing education thus fostering adoptions in curriculums or growing mental health instruction modules.

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