Effectiveness of Motivational Package on Academic Motivation and Performance Among Nursing Students: A Randamized Controlled Trial

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*[1]Vanitha. V, [2]Dr. Vijayalakshmi. K, [3]Dr. Victor Devasirvadam. S, [4]Dr. Priya. S and [5]Dr. Jaslina Gnanarani J

[1]*PhD Scholar, Apollo College of Nursing, Chennai.*
[2]*Vice Principal and Head Mental Health Nursing and Research and Development, Apollo College of Nursing, Chennai*
[3]*Principal and Head Medical Surgical Nursing, Arulmigu Meenakshi College of Nursing, Kanchipuram*
[4]*Associate Professor Mental Health Nursing, Apollo College of Nursing, Chennai*
[5]*Principal and Head Medical Surgical Nursing, Apollo College of Nursing, Chennai*

Abstract: ***Background**: In education, academic motivation both intrinsic and extrinsic plays a critical role in student engagement, learning strategies, and achievement. However, challenges such as low engagement, academic stress, and fluctuating motivation continue to hinder outcomes. To address this, the present study evaluated the effectiveness of a Motivational package in improving academic motivation and performance among nursing students. **Methods**: A quasi-experimental study was conducted with 80 nursing students, equally divided into control and intervention groups. Baseline socio-demographic and academic variables were assessed, including age, domicile, parental education, medium of instruction, prior academic performance, and self-confidence. The intervention group received a two-week MEP comprising lectures, presentations, time and stress management strategies, positive behaviour therapy, videos, group activities, and humour/laughter therapy. Academic motivation was measured using the AMS-C 28 scale, alongside amotivation and academic performance indicators. Pre-tests and post tests were administered to both groups. Data were analyzed using descriptive statistics, chi-square tests, paired t-tests, and independent t-tests. **Results**: Baseline characteristics were comparable between groups except for age ($p = 0.001$). Pre-intervention, most students demonstrated average to good motivation and performance. Post-intervention, the intervention group showed a significant increase in motivation scores (118.30 ± 19.27 vs. 131.53 ± 11.53; $p < 0.001$) and a reduction in amotivation (11.35 ± 5.45 vs. 8.53 ± 1.80; $p = 0.007$). Good academic performance rose from 27.5% to 60%, while level of perceived performance improved from 55% to 75%. The control group showed no significant changes. Between-group comparisons revealed significant post-test differences in motivation and amotivation ($p = 0.001$). Correlations between motivation and performance were weak and non-significant. **Conclusion**: The motivational package effectively improved academic motivation and performance among nursing*

*Corresponding Author
Vanitha. V, PhD Scholar, Apollo College of Nursing, Chennai.
v.vanitha1984@gmail.com

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students, highlighting its potential as a structured intervention to support early undergraduate learning.

Keywords: *Academic Motivation, Academic Performance, Nursing Education, Motivational Intervention, Student Engagement*

1 | INTRODUCTION

Academic motivation is a critical determinant of student success, influencing persistence, goal-setting, and performance. In nursing education, motivation both intrinsic and extrinsic plays a pivotal role in shaping engagement, learning strategies, and achievement (Sasso et al., 2025). While intelligence quotient (IQ) was historically emphasized as a predictor of success, contemporary research highlights the importance of motivational and psychological factors in determining educational outcomes (Karimi et al., 2021).

Motivation is generally categorized into intrinsic motivation, which arises from internal satisfaction and curiosity, and extrinsic motivation, which is driven by external rewards such as grades or recognition. Nursing students with higher intrinsic motivation demonstrate deeper learning, resilience, and stronger academic performance compared to those relying primarily on extrinsic motivators (Alharbi et al., 2022). Conversely, low motivation, academic stress, and fluctuating engagement levels remain persistent challenges in nursing education, often leading to poor performance and attrition (Yosep et al., 2025).

Recent interventions have focused on structured motivational strategies that enhance autonomy, competence, and relatedness three key psychological needs identified in self-determination theory. Evidence suggests that motivational interventions, including stress management training, positive behaviour therapy, and technology-enhanced learning environments, can improve student engagement and persistence (Karimi et al., 2021; Alharbi et al., 2022). Group-based activities and humour therapy have also been reported to reduce stress and foster collaborative learning (Yosep et al., 2025).

Academic motivation is a critical determinant of student success, influencing persistence, goal-setting, and performance in nursing education (Sasso et al., 2025; Karimi et al., 2021). Recent evidence highlights innovative approaches: Kavak and Kazanç (2026) showed that ARCS motivational model-based education enhanced communication skills, motivation, and self-efficacy; Uslusoy et al. (2024) found that metaverse-based learning significantly improved motivation and achievement compared to traditional methods; and Zhang et al. (2026) reported that AI-enhanced BOPPPS teaching improved academic performance, self-directed learning, and satisfaction. Together, these studies underscore the growing importance of structured, technology-driven motivational strategies, reinforcing the need for comprehensive packages tailored to nursing students in India.

Despite these advances, there remains a gap in the literature regarding comprehensive motivational packages tailored specifically for nursing students in India. Addressing this gap, the present study investigates the effectiveness of a Motivational package comprising lectures, presentations, stress management, positive behaviour therapy, videos, group activities, and humour/laughter therapy in improving academic motivation and performance among undergraduate nursing students.

2 | METHODOLOGY

The study was conducted after obtaining ethical clearance from the Institutional Ethics Committee and permission from the concerned authorities of the selected nursing colleges. A quasi-experimental design with control and intervention groups was employed to evaluate the effectiveness of a Motivational package on academic motivation and performance among first-year B.Sc. Nursing

students. Both groups were assessed through a pretest, followed by post-tests at one week and three months.

A total of 80 students were recruited using total enumerative sampling, including those present during data collection and excluding those unwilling to participate. Baseline socio-demographic and academic variables were recorded, including age, domicile, and parental education, medium of instruction, prior academic performance, and self-confidence.

The intervention group received the Motivational package, designed by the researcher, which consisted of lectures, presentations, time and stress management strategies, positive behaviour therapy, videos of inspiring personalities, group activities, and humour/laughter therapy. The package was delivered for two hours per day, three days a week, over two weeks. The independent variable was the motivational package, while the dependent variables were academic motivation and academic performance.

Data collection instruments included a background variables proforma, academic performance proforma, the standardized Academic Motivation Scale (AMS-C 28), and a researcher-developed acceptability scale. Validity was established through expert review, and reliability coefficients were 0.77 for self-confidence and 0.79 for academic motivation.

Ethical considerations such as informed consent, confidentiality, and debriefing were strictly maintained. Data were collected via self-administration, with control group data gathered first to prevent contamination, followed by intervention delivery and post-tests in the experimental group.

Data were tabulated and analysed using descriptive statistics (frequency, percentage, mean, and standard deviation) and inferential statistics (chi-square test, and independent t-test) with SPSS version 25.

Table 1 Frequency and Percentage Distribution of Baseline Variables among Nursing Students (N=80)

Variables	Control Group (n=40)		Intervention Group (n=40)		χ^2 Value	df	p-value
	f	%	f	%			
Age in Years							
17- 18	35	87.5	36	90			
19-20	5	12.5	4	10	0.125	1	0.723
Native State							
Tamil Nadu	38	95.0	38	95.0			
Kerala	0	0.0	2	5.0	4.000	2	0.135
Other States	2	5.0	0	0.0			
Domicile							
Rural	15	37.5	17	42.5			
Semi Urban	12	30.0	10	25.0	0.307	2	0.858
Urban	13	32.5	13	32.5			
Monthly Family Income							
Up to 20000	21	52.5	19	47.5			
20001- 30000	10	25.0	11	27.5	0.206	3	0.977
30001- 50000	8	20.0	9	22.5			
Above 50000	1	2.5	1	2.5			

Table 1depicts that the control and intervention groups were homogeneous and comparable across baseline demographic variables (age, native state, domicile, and family income). None of these

variables showed statistically significant differences (p > 0.05), confirming that the groups were well-matched at baseline.

Table 2: Frequency and Percentage wise Distribution of Academic Variables among Nursing Students (N=80)

Academic Variables	f	%	f	%	χ^2 Value	df	p-value
Type of School Studied							
Government	17	42.5	18	46.2			
Private	23	57.5	21	53.8	0.107	1	0.744
Basic Education							
Hr Secondary	40	100	40	100	-	-	-
Others							
Medium of Instruction in School							
English	29	72.5	29	72.5	0.000	1	1.000
Tamil	11	27.5	11	27.5			
Performance in SSLC							
75% & Above	5	17.5	7	17.5	0.039	1	0.266
50-75%	34	80.0	32	80.0			
< 50%	1	2.5	1	2.5			
Performance in Hr Sec							
75% & Above	11	27.5	9	22.5			
50-75%	29	77.5	31	77.5	0.266	1	0.30
< 50%							
Motivation to Join Nursing							
Job opportunity	9	22.5	9	22.5			
Parents' choice	10	25.0	10	25.0			
Service oriented	13	32.5	14	35.0	0.104	3	0.991
Professional growth	8	20.0	7	17.5			
Self Study Hours							
< 1 hr	21	52.5	18	45.0			
1 – 2 hrs	15	37.5	16	40.0	0.663	2	0.718
3 or more hrs	4	10.0	6	15.0			
Preference of the Study							
Individual Study	24	60.0	33	82.5			
Group Study	11	27.5	6	15.0	5.558	2	0.062
Mixed (Both)	5	12.5	1	2.5			
Perceived IPR with peer group							
High	6	15.0	7	17.5			
Moderate	22	55.0	21	52.5	0.100	2	0.951
Low	12	30.0	12	30.0			
Perceived IPR with							

teachers							
High	7	17.5	7	17.5	0.064	2	0.968
Moderate	20	50.0	21	52.5			
Low	13	32.5	12	30.0			
Perceived Self Confidence							
High	6	15.0	6	15.0	-	-	-
Moderate	21	52.5	21	52.5			
Low	13	32.5	13	32.5			
Interested in going for higher studies (M.Sc. Nursing)							
a. Yes	27	67.5	30	75.0	0.551	2	0.759
b. No	9	22.5	7	17.5			
c. Not sure	4	10.0	3	7.5			

Note: IPR - Inter Personal Relationship

Most students studied in private schools (57.5% control, 53.8% intervention), all had completed higher secondary education, and the majority used English as the medium of instruction (72.5% each). Academic performance was similar, with 80% in both groups scoring 50–75% in SSLC and Higher Secondary. Motivation to join nursing was mainly service-oriented (32.5% control, 35% intervention) or job-related (22.5% each). Nearly half studied <1 hour daily (52.5% control, 45% intervention), and individual study was preferred (60% vs. 82.5%). Interpersonal relationships with peers and teachers were largely moderate (~50%), and self-confidence was moderate in 52.5% of both groups. Interest in higher studies was reported by 67.5% in control and 75% in intervention. Overall, no significant differences ($p > 0.05$) were found, confirming that the groups were comparable at baseline.

Table 3: Frequency and Percentage Distribution of Levels of Academic Motivation among Nursing Students

Assessment	Levels	Control Group (n=40)		Intervention Group (n=40)	
		f	%	f	%
Pretest	Good	21	52.5	21	52.5
	Average	19	47.5	18	45.0
	Needs Improvement	0	0.0	1	2.5
Post Test	Good	21	52.5	36	90.0
	Average	19	47.5	4	10.0
	Needs Improvement	-	-	-	-

In the control group, academic motivation levels remained unchanged between pre-test and post-test, with 52.5% of students classified as good and 47.5% as average, and none requiring improvement. In the intervention group, the pre-test distribution was similar to the control group (52.5% good, 45.0% average, 2.5% needs improvement), but post test results showed a marked improvement, with 90% of students achieving good motivation and only 10% remaining average, with none in the needs improvement category. This clearly demonstrates the positive impact of the intervention on enhancing academic motivation.

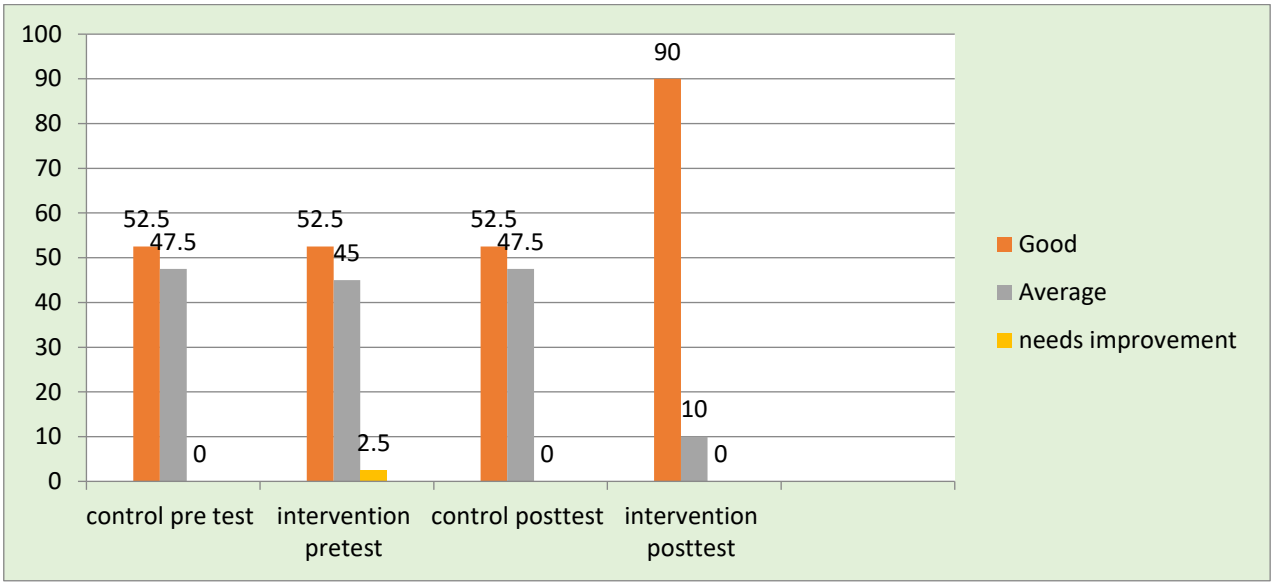

Fig 1: Frequency and Percentage Distribution of Levels of Academic Motivation among Nursing Students

Table 4: Frequency and Percentage Distribution of Levels of Academic Performance among Nursing Students(N=80)

Assessment	Levels	Control Group (n=40)		Intervention Group (n=40)		χ^2 Value	df	p-value
		f	%	f	%			
Academic Performance								
Pretest	Good	16	40.0	11	27.5	2.948[a]	2	.229
	Average	22	55.0	23	57.5			
	Needs Improvement	2	5.0	6	15.0			
Posttest	Good	17	42.5	24	60.0	2.452	1	.117
	Average	23	57.5	16	40.0			
	Needs Improvement	-	-	-	-			
Perceived AcademicPerformance								
Pretest	Good	21	52.5	22	55.0	0.015	1	.904
	Average	19	77.5	18	45.0			
	Needs Improvement	-	-	-	-			
Post test	Good	22	55.0	30	75	3.52	2	.060
	Average	18	45.0	10	25			
	Needs Improvement	-	-	-	-			

In the pretest, good academic performance was seen in 40% of the control group and 27.5% of the intervention group, while most showed average performance (55% vs. 57.5%); a few needed improvement (5% vs. 15%). In the posttest, good performance improved to 60% in the intervention group compared to 42.5% in the control group. Perceived academic performance was good in 52.5% (control) and 55% (intervention) at pretest, rising to 75% in the intervention group and 55% in the control group at posttest. Overall, although differences were not statistically significant ($p > 0.05$), the intervention group showed notable improvement in both actual and perceived academic performance compared to the control group

Tab 5: Comparison of Academic Motivation Scores Between pre test and post test Assessments Among Nursing Students in Control Group (n=40)

Components	Max Score	Pretest		Post Test 1		Mean Dif	Paired t value	p value
		Mean	SD	Mean	SD			
Motivation	168	119.10	13.14	120.45	17.43	1.35	.69	.494
Amotivation	28	11.73	4.75	10.78	3.65	.95	1.03	.309

Tab 5 reveals that, there is no significant difference in Academic Motivation, Amotivation Scores between assessments ($p > 0.05$)

Tab 6: Comparison of Academic Motivation Scores Between Assessments Among Nursing Students in Intervention Group (n=40)

Components	Max Score	Pretest		Post Test 1		Mean Dif	Paired t value	p value
		Mean	SD	Mean	SD			
Motivation	1168	118.30	19.27	131.53	11.53	-13.23	-4.45	.000
A motivation	228	11.35	5.45	8.53	1.80	2.83	2.85	.007

Tab:6 reveals that, there issignificant difference in Academic Motivation ($p >0.001$), Amotivation ($p > 0.05$) between assessments.

Tab 7: Comparison of Academic Motivation Scores among Nursing Students between Control and Intervention Group. (N=80)

Assessment	Max Score	Control Group (n=40)		Intervention Group (n=40)		Mean Dif	Ind t Value	p value
		Mean	SD	Mean	SD			
Pretest								
Motivation	168	119.10	13.14	118.30	19.27	.80	.217	.829
Amotivation	28	11.73	4.75	11.35	5.45	.38	.328	.744
Post Test								
Motivation	168	120.45	17.43	131.53	11.53	11.08	3.351	**.001**
Amotivation	28	10.78	3.65	8.53	1.80	2.25	3.499	**.001**

Tab 7 reveals that, there is no significant difference in Mean Academic Motivation Scores between Control Group and Intervention Group in Pre Test ($p > 0.05$). However there is significant difference in Mean Academic Motivation Scores between Control Group and Intervention Group in Post test which can be attributed to the effectiveness of Intervention in improvement of Academic Motivation among nursing students.

Tab 6: Comparison of Academic Performance Scores Between Assessments Among Nursing Students in Intervention Group. (n=40)

Components	Max Score	Pretest		Post Test 1		Mean Dif	Paired t value	p value
		Mean	SD	Mean	SD			
Control Group	1100	59.4	13.14	60.5	11.8	1.1	0.62	0.54
Intervention Group	2100	58.8	12.89	69.8	10.8	11.0	5.81	0.000

In the control group, the mean academic performance scores at pretest (59.4 ± 13.14) and posttest (60.5 ± 11.8) showed only a slight increase, with a mean difference of 1.1, which was not statistically significant (t = 0.62, p = 0.54). In the intervention group, however, the mean score improved from 58.8 ± 12.89 at pretest to 69.8 ± 10.8 at posttest. The mean difference of 11.0 was statistically significant (t = 5.81, p = 0.000), indicating that the intervention effectively enhanced academic performance among nursing students.

Tab 7: Comparison of Academic Performance Scores among Nursing Students between Control and Intervention Group.

Assessment	Max Score	Control Group (n=40)		Intervention Group (n=40)		Mean Dif	Ind t Value	p value
		Mean	SD	Mean	SD			
Pretest	100	59.4	13.14	58.8	12.89	0.6	0.20	0.83
Post Test	100	60.5	11.8	69.8	10.8	9.3	3.68	0.000

In the pretest assessment, the mean academic performance scores of the control group (59.4 ± 13.14) and intervention group (58.8 ± 12.89) were comparable, with a mean difference of 0.6, showing no significant variation (t = 0.20, p = 0.83). In the posttest assessment, however, the intervention group recorded a higher mean score (69.8 ± 10.8) compared to the control group (60.5 ± 11.8). The mean difference of 9.3 was statistically significant (t = 3.68, p = 0.000), indicating that the intervention was effective in improving academic performance among nursing students.

Table 4: Comparison of Academic Performance among Nursing Studentsbetween Control and Intervention Group.

Assessment	Levels	Control Group (n=40)		Intervention Group (n=40)		χ^2 Value	df	p-value
		f	%	f	%			
	Academic Performance							
Pretest	Good	16	40.0	11	27.5	2.948[a]	2	.229
	Average	22	55.0	23	57.5			
	Needs Improvement	2	5.0	6	15.0			
Posttest	Good	17	42.5	24	60.0	2.452	1	.117
	Average	23	57.5	16	40.0			
	Needs Improvement	-	-	-	-			
	Perceived AcademicPerformance							
Pretest	Good	21	52.5	22	55.0	0.015	1	.904
	Average	19	77.5	18	45.0			
	Needs Improvement	-	-	-	-			
Post test	Good	22	55.0	30	75	3.52	2	.060
	Average	18	45.0	10	25			
	Needs Improvement	-	-	-	-			

In the pretest, good academic performance was seen in 40% of the control group and 27.5% of the intervention group, while most showed average performance (55% vs. 57.5%); a few needed improvement (5% vs. 15%). In the posttest, good performance improved to 60% in the intervention

group compared to 42.5% in the control group.Perceived academic performance was good in 52.5% (control) and 55% (intervention) at pretest, rising to 75% in the intervention group and 55% in the control group at posttest.Overall, although differences were not statistically significant ($p > 0.05$), the intervention group showed notable improvement in both actual and perceived academic performance compared to the control group

Tab 8: Correlation Between, Academic Motivation and Academic Amotivation among Nursing Students in Control and Intervention Group

Variables	Test values	Control Group		Intervention Group	
		Academic Motivation	Academic Amotivation	Academic Motivation	Academic Amotivation
Academic Motivation	r	1	-	1	-
	p	-	-	-	-
Academic Amotivation	r	-.085	1	.059	1
	p	.600	-	.716	-

Tab 8 depicts that the correlation analysis shows no significant relationship between academic motivation and amotivation in either group. In the control group, motivation and amotivation were weakly negative ($r = –0.085$, $p = 0.600$), while in the intervention group the correlation was weakly positive ($r = 0.059$, $p = 0.716$). Overall, motivation and amotivation were independent, with no statistically significant association ($p > 0.05$).

3 | DISCUSSION

Study findings depicts that the control and intervention groups were homogeneous and comparable across baseline demographic variables such as age, native state, domicile, and family income. None of these variables showed statistically significant differences ($p > 0.05$), confirming that the groups were well-matched at baseline. This comparability is essential in randomized controlled trials, as it ensures that any observed differences in outcomes can be attributed to the intervention rather than pre-existing disparities.

Further analysis of academic variables revealed that most students studied in private schools (57.5% control, 53.8% intervention), all had completed higher secondary education, and the majority used English as the medium of instruction (72.5% each). Academic performance was similar, with 80% in both groups scoring between 50–75% in SSLC and Higher Secondary examinations. Motivation to join nursing was primarily service-oriented (32.5% control, 35% intervention) or job-related (22.5% each), reflecting the professional and altruistic drivers common among nursing students.

Study habits were also comparable, with nearly half of the students reporting less than one hour of self-study daily (52.5% control, 45% intervention). Individual study was the preferred method, particularly in the intervention group (82.5% vs. 60%). Interpersonal relationships with peers and teachers were largely moderate (~50%), and self-confidence was moderate in 52.5% of both groups. Interest in pursuing higher studies was expressed by a majority (67.5% control, 75% intervention).

Overall, the absence of significant differences ($p > 0.05$) across demographic and academic variables confirms that the two groups were comparable at baseline. This strengthens the internal validity of the study, as improvements observed in motivation and performance post-intervention can be attributed to the Motivational package rather than baseline imbalances.

Study findings revealed that in the control group, academic motivation remained largely stable, with more than half of the students showing good motivation (52.5%) and the rest average (47.5%). In contrast, the intervention group demonstrated a marked improvement following the Motivation

Package (MP), with good motivation rising from 52.5% in the pretest to 90% in the post-test. This indicates that structured motivational interventions can significantly enhance student engagement and persistence.

Similarly, academic performance improved in the intervention group, with good performance increasing from 27.5% to 60%, while perceived academic performance rose from 55% to 75%. The control group showed only minimal changes. These results suggest that the MP not only strengthened actual performance but also positively influenced students' self-perception of their academic abilities, which is critical for long-term learning outcomes.

The paired t-test analysis confirmed significant improvements in motivation scores ($p < 0.001$) and reductions in amotivation ($p = 0.007$) among the intervention group, while no significant changes were observed in the control group. Between-group comparisons further highlighted significant differences in post-test motivation and amotivation scores ($p = 0.001$), reinforcing the effectiveness of the intervention.

The lack of significant correlation between motivation and amotivation in both groups ($r = -0.085$, $p = 0.600$ in control; $r = 0.059$, $p = 0.716$ in intervention) suggests that these constructs operate independently. This highlights the importance of designing interventions that simultaneously enhance motivation and reduce amotivation, rather than assuming one will automatically influence the other.

These findings are consistent with recent global evidence. Alharbi et al. (2022) found that intrinsic motivation among nursing students was strongly associated with deeper learning and resilience, while structured interventions improved persistence. Yosep et al. (2025) reported that motivational and stress-management interventions reduced mental health problems and improved academic engagement among nursing students. Similarly, Sasso et al. (2025) emphasized that motivation is a critical determinant of success in undergraduate nursing programs, with structured packages enhancing autonomy and competence.

Karimi et al. (2021) also highlighted that motivational interventions grounded in self-determination theory improved student persistence and reduced dropout rates.

Overall, the study confirms that the Motivational package is effective in improving academic motivation and performance among nursing students. By fostering autonomy, competence, and relatednesskey principles of self-determination theorythe intervention supports resilience, engagement, and academic success. These findings underscore the need for nursing institutions to integrate structured motivational strategies into curricula to strengthen student outcomes and prepare them for professional practice.

4 | CONCLUSION

Integrating structured motivational interventions such as the Motivation Package into nursing education can significantly improve students' academic motivation and performance. By fostering autonomy, competence, and relatedness, Motivational packages reduce amotivation, and supports resilience. Such interventions not only strengthen academic outcomes but also prepare nursing students with essential skills for professional success and personal well-being.

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