

**“A DESCRIPTIVE STUDY TO ASSESS THE LEVEL OF TEST ANXIETY REGARDING COPING MEASURES FOR EXAMINATION AMONG STUDENTS OF GOVT. SR. SEC. SCHOOL HISAR, HARYANA”**

**Mrs. Suman**

PhD.Scholar (Nursing), Shri JYT University, Jhunjhunu, Rajasthan.

**Corresponding email: :- sumanmoun60@gmail.com**

**ABSTRACT:**

**Background and aim:** Test anxiety represents a considerable personal burden due to its interfering nature and is associated with a range of deleterious life trajectories, encompassing school difficulties and health consequences. The descriptive study to assess the level of test anxiety regarding coping measures for examination among students of govt. sr. sec. school Hisar. The aim of the present research was to assess the level of test anxiety regarding coping measures for the examination among students of govt. sr. sec. school Hisar, Haryana.

**Materials and Methods:** This Quantitative study was used in which included 60 students of govt. sr. sec. school of Hisar selected by Non-probability convenient sampling technique. The data were collected by using Nist and Diehl developed a short questionnaire and data Analyzed and interpreted by using chi-square and inferential statistics.

**Results:** In the end of the study result was found a little less than one half of the total samples 29 (48.33 %) were having no test Anxiety, Healthy Test Anxiety and Very little samples were belongs to unhealthy test anxiety 2 (03.34 %). The association between test anxiety and selected demographic the null hypothesis can be stated as follows.

**Conclusion:** The study shown that the anxiety test and demographic variables no association between them.

**Key words:** descriptive, anxiety, examination, students, school.

**BACKGROUND OF THE STUDY:**

Anxiety is a phenomenon that people frequently encounter in their daily life. Anxiety can be described as the tense, unsettling anticipation of a threatening but vague event; a feeling of uneasy suspense.<sup>[1]</sup> Anxiety is a normal reaction to certain situations. A small level of anxiety is normal, but severe anxiety can be a serious problem. Academic anxiety can become more detrimental over time. As a result of the nature of anxiety, researchers have provided a classification of this phenomenon into different sub-categories (e.g. language anxiety, speech anxiety, social anxiety,), we will concentrate on one of these categories, namely, test anxiety. Test anxiety is a combination of physiological over-arousal, tension and somatic symptoms, along with worry, dread, fear of failure, and catastrophizing, that occur before or during test situations.<sup>[2]</sup>

**INTRODUCTION:**

The educational standards of school children in India are primarily evaluated based on written examinations. Every year, the Indian government conducts two board exams, otherwise referred to as public exams, at the end of the 10th (secondary education) and 12th (higher

secondary education) grades.<sup>[3]</sup> Anxiety is an emotional and behavioral disorder caused by the activation of sympathetic nervous system. In the domain of education, high level of anxiety is often experienced by students during performance related activities such as, exams.<sup>[4,5]</sup> Importantly, in students, high level of anxiety could have an impact on working memory, reasoning abilities, self-esteem, academic performance, and achievement.<sup>[6,7]</sup> Hence, it can also be defined as the reaction that students exhibit to examinations. Two principal components of test anxiety are cognition and emotion.<sup>[8]</sup> The cognitive component is the mental activity that revolves around the testing situation and its potential implications on the individual and constitutes elements, such as thinking about consequences of failure.<sup>[9]</sup> Inefficient study, night study before exams, lack of review/revision of study materials, emotional factors, and negative/irrational thinking about exams are some of the causes of exam anxiety.<sup>[10,11]</sup> Sometimes, anxiety can have extreme consequences such as tendency to attempt suicide. Unfortunately, India has one of the highest teenage suicide rates in the world.<sup>[12,13]</sup> Past studies have largely focused on the causes,

effects and factors associated with test anxiety trait.<sup>[14,15]</sup> Little is known about how the experience of anxiety symptoms may fluctuate during an examination. It is a physiological condition in which people experience extreme stress, anxiety, and discomfort during and/or before taking a test. Researchers suggest that between 25 and 40 percent of students experience test anxiety. Test anxiety may occur as a result of a bad individual's self-concept of academic ability when the students believed they will fail or perform poorly in the examination” Also, infrequent test preparation, high-stake examinations and discomfort with testing situation will lead to test anxiety. Test anxiety is one of the most devastating factors in educational institutes and other sittings where examining is being conducted.

**OBJECTIVES OF THE STUDY:**

- Assess the level of test anxiety among senior secondary section students.
- Associate the level of test anxiety with the related demographical variable.
- To assess the knowledge of students regarding coping measure.

**RESEARCH HYPOTHESES:**

- H1. There will be a significant association between students perceived examination anxiety.
- H2. There will be a significant association between the level of stress among students with selected demographic variable.
- H3. There will be a significant association between coping measure and students.

**DELIMITATION:**

- The study is limited to a selected govt. Sr. sec. School Hisar.
- This study is limited to 60 students.
- Delimited the study for six months.

**REVIEW OF LITERATURE:**

Section: - A: Review of literature related to anxiety regarding examinations among students.

Section: -B: Review of literature related to coping measures regarding examination anxiety.

**METHODOLOGY:**

- **Research approach:** Quantitative approach
- **Research design:** descriptive design will be adopted for this study

**Variables**

- **Independent variables:** coping mechanism for examination.
- **Dependent variables:** Level of stress among students.

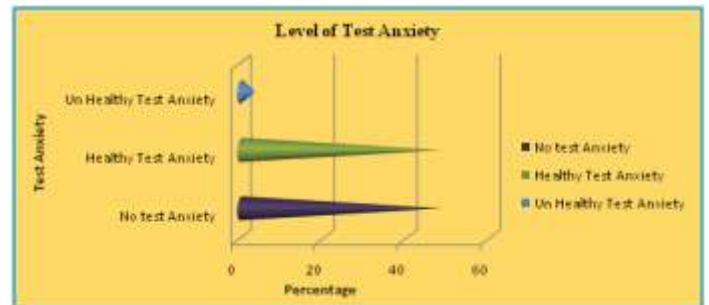
- **Setting of the study:** Govt. Sr sec. School of Hisar, Haryana.
- **Population:** Students who are studying in govt. sr sec. school of Hisar, Haryana.
- **Sample:** Students who fulfil the inclusion criteria will be considered as a sample.
- **Sample size:** Sample size consists of 60 students.
- **Sampling Technique:** Convenient sampling technique had been used for selection of the subject.

**RESULTS & INTERPRETATION:**

**Table 1. Level of test Anxiety among Senior Secondary Students.** (N =60)

S. No	Level of Test Anxiety	Frequency (f)	Percentage (%)
1	No Test Anxiety	29	48.33
2	Healthy Test Anxiety	29	48.33
3	Un Healthy Test Anxiety	2	03.34

The above tables illustrate the level of test anxiety among senior secondary students. A little less than one half of the total samples 29 (48.33 %) were having No Test Anxiety and Healthy Test Anxiety. Very little samples were belonging to unhealthy test anxiety 2 (03.34 %)



**Figure 1. shows level of Test anxiety**

**Table 2. Level of Association between Test Anxiety and Selected Demographic Variables.**

S. No	Variables	Chi - Square	'P' Value	Df	Association
1	Age	4.226	0.120	2	No Association
2	Class	0.7617	0.683	2	No Association
3	Religion	5.341	0.069	2	No Association
4	Parent's Education	4.8581	0.08812	2	No Association
5	Parent's Income	2.577	0.4616	3	No Association
6	Source of Income	7.4916	0.57775	3	No Association

**In above table showsto test the association between test anxiety and selected demographic variables such as age, class, religion, parent's education, parent's income and source of income the null hypothesis can be stated as follows.**

#### **NURSING IMPLICATIONS:**

##### **Nursing education**

The nurses play a key role in educating people regarding anxiety to students in Hospitals and schools. Increasing awareness and understanding of the phenomena among the general population having high incidences of anxiety. The investigator as a nurse felt the need that nurses should act as facilitators to educate adolescents, teachers, general population, and clinical patients regarding the anxiety with the examination time and without examination.

##### **Nursing research**

Nurses being the largest group in health care delivery system should take initiative to conduct further research studies of anxiety. The study will motivate the beginning researcher to conduct same study with different variables on a large scale considering individual aspects. The public and private agencies should also encourage research in this field through materials and funds.

##### **Nursing administration**

Nurse administrator should take interest in motivating the nursing personnel to improve their professional knowledge and skill by attending the workshops, conferences, seminars on anxiety. Nurse administrator should arrange regular in-service education program to the health care workers for gaining knowledge. The nurse administrators should explore their potentials and encourage innovative ideas in the anxiety for students and community peoples.

##### **Nursing practice**

Nurse owes a great responsibility in educating the people regarding anxiety and stress. Nurses by getting knowledge and impact into their clinical practice. Many nurses can conduct evidence base nursing practice by referring to these results. Nurses can use to assess the level of knowledge regarding anxiety in clinical as well as in community settings that will play a vital role in reducing the morbidity of anxiety and stress origin.

#### **RECOMMENDATIONS:**

On the basis of findings following recommendations are offered for further research:

- A similar study can be conducted in large sample in different areas.

- A study to assess the practice and attitude of adolescents regarding anxiety can be studied.
- A comparative study can be conducted in different setting like rural and urban schools.
- A video teaching programme can be conducted in large scale to the students of selected school in Haryana to improve knowledge and coping measures for anxiety.

#### **REFERENCES:**

1. Rachaman W. "Oral health-related quality of life in patients with dental anxiety". *Community Dentistry and Oral Epidemiology* 35.5 (2004): 357-363.
2. Zeidner M. *Test anxiety: The state of the art*. New York, NY: Plenum (1998).
3. Rao AS. Academic stress and adolescent distress: the experiences of 12th standard students in Chennai, India. *ProQuest Dissertations & Theses ProQuest*. 2008;(194002483)
4. Mwamwenda TS. Test anxiety and academic achievement among South African university students. *Psychological Reports*. 1994;75(3):1593–1594. [PubMed] [Google Scholar]
5. Vitasari P, Wahab MNA, Othman A, Herawan T, Sinnadurai SK. The relationship between study anxiety and academic performance among engineering students. *Procedia—Social and Behavioral Sciences*. 2010; 8:490–497. [Google Scholar]
6. Mazzone L, Ducci F, Scoto MC, Passaniti E, D'Arrigo VG, Vitiello B. The role of anxiety symptoms in school performance in a community sample of children and adolescents. *BMC Public Health*. 2007;7, article 347 [PMC free article] [PubMed] [Google Scholar]
7. McCraty R, Tomasino D, Atkinson M, Aasen P, Thurik SJ. *Improving Test-Taking Skills and Academic Performance in High School Students Using HeartMath Learning Enhancement Tools*. Boulder Creek, Calif, USA: HeartMath Research Center, Institute of HeartMath; 2000. [Google Scholar]
8. Morris LW, Davis MA, Hutchings CH. Cognitive and emotional components of anxiety: Literature review and a revised worry-emotionality scale. *J Educ Psychol*. 1981; 73:541–55. [PubMed] [Google Scholar]
9. Zeidner M. *Test Anxiety: The State of the Art*. New York: Plenum Press; 1998. [Google Scholar]

10. S. Hashmat, M. Hashmat, F. Amanullah, and S. Aziz, "Factors causing exam anxiety in medical students," *Journal of the Pakistan Medical Association*, vol. 58, no. 4, pp. 167–170, 2008. View at: Google Scholar
11. Singh and A. Jha, "Anxiety, optimism and academic achievement among students of private medical and engineering colleges: a comparative study," *Journal of Educational and Developmental Psychology*, vol. 3, no. 1, 2013. View at: Publisher Site | Google Scholar
12. B. Geelani, "Student Suicides Force Indian Government to Overhaul Education System," *Asia Calling*, September 2009. View at: Google Scholar
13. NDTV, "Suicide rates in India are highest in the 15–29 age group," Report, 2012, <http://www.ndtv.com/article/india/suicide-rates-in-india-are-highest-in-the-15-29-age-group-report-234986>. View at: Google Scholar
14. Van Der Ploeg HM. Worry, emotionality, intelligence and academic performance in male and female Dutch secondary school children. In: van der Ploeg HM, Schwarzer R, Spielberger CD, editors. *Advances in Test Anxiety Research*. Hillsdale, NJ: Stress and Anxiety Research Society; 1984. pp. 201–10. [Google Scholar]
15. Mc Donald AS. The prevalence and effects of test anxiety in school children. *Educ Psychol*. 2001; 21:89–98. [Google Scholar]

