

Assess the Examination Anxiety Among BSc (N) Students in a Selected College, Coimbatore

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Abstract

Exam anxiety is one of the most important problems among moderate and low average students. Examination always brings a sense of fear or anxiety in the mind of students of all ages. Exam anxiety specifically refers to the effects of anxiety on student concentration and performance prior to the examination, while preparing for the examination and completing the examination. The aim of the study was to assess the level of examination anxiety among BSc nursing students. A descriptive study was conducted in a selected college, Coimbatore with the sample size of 100. Stratified random sampling technique was used to select the sample. The tool used in the study was Test anxiety scale, and data was collected using questionnaire method. The results revealed that among III-year BSc (N) students 5 (10%) had mild anxiety, 33 (66%) had moderate anxiety, and 12 (24%) had severe anxiety. In IV-year BSc (N) students 5 (10%) had mild anxiety, 44 (88%) had moderate anxiety and 1 (2%) had severe anxiety. The mean and standard deviation score of III-year BSc (N) students was 27.96 ± 8.2 and IV-year BSc(N) students was 25.22 ± 4.4 . In comparison between III-year and IV-year B.Sc (N) students level of anxiety, the Z-test score was 2.09. The results revealed that there is a significant difference in examination anxiety between the groups. The results showed that there is a significant difference between type of parenting, family type and place of residence and examination anxiety.

Keywords: Anxiety; Examination anxiety.

How to cite this article:

Kanthamani S, N Vijayalakshmi. Assess the Examination Anxiety Among BSc (N) Students in a Selected College, Coimbatore. J Psychiatr Nurs. 2019;8(3):101–103.

Introduction

Examination is a part of any education system across the globe. The anxiety associated with examination can be termed as Examination anxiety. Examination anxiety is considered a situation-specific trait which predisposes the students to respond with increasing anxiety to an exam. The examination is a complex

process which can increase stress and anxiety and has a direct influence on exam performance.¹

Examination anxiety can affect students exam results. While many students experience some degree of stress and anxiety before and during exams, test anxiety can actually impair learning and hurt test performance. A little bit of nervousness can actually be helpful making you feel mentally alert and ready to tackle the challenges presented in an exam. Anxiety reactions are perceived as threatening in many situations. Nursing students have to overcome many stressors as they face competitive and grueling nursing curriculum.²

Exams or formal assessment are designed to test the performance, giving an indication of student's ability to cope under pressure in a fixed time.³ Indeed, high demands of nursing curriculum, workload and family responsibilities with the long hours of studying becomes a stern cause for examination anxiety among nursing students.⁴

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Received on 23.08.2019

Accepted on 23.10.2019

Students preparing to take their exam can become over anxious because of their thoughts regarding passing or failing their exam. The experience of fear or anxiety may at times be unpleasant and may lead to loss of physical and psychological balance.⁵

Statement of the problem

A study to assess the Examination anxiety among BSc (N) students in a selected college, Coimbatore.

Objectives

1. To determine the examination anxiety in III-year and IV-year BSc(N) students.
2. To compare the examination anxiety between the III-year and IV-year BSc(N) students.
3. To associate the findings with the selected demographic variables.

Hypothesis

1. There is a significant difference in examination anxiety between the groups.
2. There is a significant association between examination anxiety and demographic variables.

Research Methodology

Research approach: Quantitative approach

Research design: Descriptive research design

Target population: BSc (N) students

Accessible population: BSc (N) students who met the inclusion criteria.

Sampling technique: Stratified random sampling technique

Sample size: 100

Inclusion criteria

- The students,

- Who are studying III-year and IV-year.
- Who are available at the time of data collection.

Exclusion criteria

- The students
- Who are sick
- Who are practicing yoga regularly.

Method of Data collection

A written permission was obtained from the Head of the institution. The purpose of the study was explained to the subjects, the confidentiality of the subjects was assured and oral consent was obtained from them. By using stratified random sampling technique, the data was collected from 100 samples (50 from each Strata). The tool used for data collection was demographic variables and Test anxiety scale. By using questionnaire method data was collected from each sample after issuing hall ticket for University theory examination.

Results

Study findings revealed that, in III-year BSc(N) students 5 (10%) had mild anxiety, 33 (66%) had moderate anxiety, and 12 (24%) had severe anxiety. In IV-year BSc(N) students 5 (10%) had mild anxiety, 44 (88%) had moderate anxiety and 1 (2%) had severe anxiety (Fig. 1).

The mean and standard deviation score of III-year BSc(N) students was 27.96 ± 8.2 and IV-year BSc(N) students was 25.22 ± 4.4 . In comparison between III-year and IV-year B.Sc(N) students level of anxiety, the Z test score was 2.09 (Table 1). The results revealed that there is a significant difference in examination anxiety between the groups. Chi-square test was used to find out the association between the demographic variables and examination anxiety. The results showed that there is a significant difference between type of parenting, family type and place of residence and examination anxiety.

Table 1: Comparison of Level of Examination Anxiety Between III-year and IV-year BSc students $n = 100$

Group	Mean	Standard deviation	Z
III-year BSc(N)	27.96	8.2	
IV-year BSc(N)	25.22	4.4	2.09

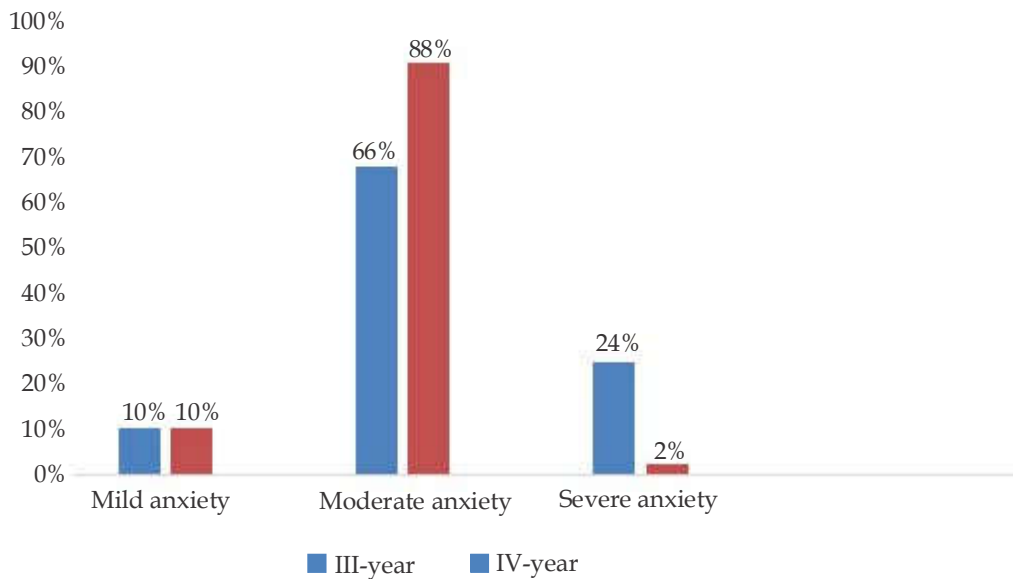


Fig 1: Distribution of level of examination anxiety in III and IV-year BSc(N) students.

Discussion

The present study findings were similar to a study conducted among pharmacy students, 70% had mild anxiety, 30% had moderate anxiety and 10% had high degree of exam anxiety. Similarly, a study conducted by Charlet Jasmin among nursing students reported majority (97%) of samples had a moderate level of anxiety, 3% samples were with the highest level of anxiety. The present study concluded that the factors like type of parenting, family type and place of residence may influence examination anxiety.⁶

Conclusion

Examination anxiety is a psychological condition in which student experience extreme distress and anxiety in testing situations. The findings concluded that there is a significant difference in examination anxiety between the groups and some factors influence the study findings. So, the researcher felt that it was very important and necessary to understand the all associated factors behind examination anxiety among students.

An examination anxiety reduction module can be developed to help the students to adopt better coping mechanisms to lead an effective life in future. Teachers have an important role to play in identifying the factors affecting examination anxiety and take appropriate steps to prevent it.²

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