

A STUDY TO ASSESS THE ASSOCIATION BETWEEN POST- INTERVENTIONAL LEVELS OF EXAM ANXIETY AND SELECTED SOCIO-DEMOGRAPHIC VARIABLES IN A SELECTED URBAN AREA, BANGALORE (INDIA)

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ABSTRACT

Anxiety plays a crucial role in lower the academic performance of students and also endangers other physical illnesses. Anxiety is one of the common psychological disorders in school-aged children and adolescents worldwide. A quantitative approach was found to be appropriate and selected for the study. The research design adapted for the present study was Exploratory. The study was conducted in selected urban areas of Bangalore. In this study, population consists of Adolescents in a selected urban area. The sampling technique used for the study was Simple random sampling. The study sample size consists of 100 adolescents. The results suggest that there is a significant association between gender and post-interventional levels of exam anxiety ($p = 0.040$). It indicates that gender may be a relevant factor in influencing anxiety levels among the participants. there is a significant association between the area of residence and post- interventional levels of exam anxiety. The given results indicate a significant association between the sociodemographic variable "Current Grade or Level of Education" and the post- interventional levels of exam anxiety.

KEYWORDS: Anxiety, psychological, adolescents.

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INTRODUCTION

Over time, low self-efficacy and avoidance may arise, contributing to poorer skills/knowledge/performance, exacerbating test anxiety. Linked to correlates from depression to poor academic achievement (e.g., Ergene, 2003; Macher et al., 2012), test anxiety can artificially depress children's test performance, limiting subsequent educational and career opportunities and threatening the validity of achievement testing. Trait test anxiety is typically reflected on scales such as the Test Anxiety Inventory (TAI; Spielberger, 1980), comprising subscales measuring affective and cognitive dimensions of test anxiety. Originally developed for high-school/college students, it has also been used with children as young as Scales for younger children, such as the Children's Test Anxiety Scale frequently includes additional dimensions such as Off-task behaviors. Affective responses are said to feature more strongly in young children, who also relate more to somatic responses than to resultant emotions (Wren & Benson, 2004).

The affective subscale in the CTAS, for instance, lists somatic responses (e.g., "my hands shake") rather than emotional interpretations of physiological symptoms (e.g., "I feel panicky"; TAI). State test anxiety is typically measured on scales assessing transitory anxiety states (e.g., feelings of apprehension/tension/worry), such as the State-Trait Anxiety Inventory for Children, S-Anxiety Scale. The STAIC-S assesses state anxiety when administered under standard instructions, and state test anxiety when administered under real/imagined test conditions. Although females tend to report higher levels of anxiety, meta-analyses show the anxiety-performance relationship to be comparable across gender, and for state versus trait anxiety. Estimated to afflict 10–40% of students from age 7, early test anxiety intervention is warranted.

TITLE

A STUDY TO ASSESS THE ASSOCIATION BETWEEN POST-INTERVENTIONAL LEVELS OF EXAM ANXIETY AND SELECTED SOCIO-DEMOGRAPHIC VARIABLES IN A SELECTED URBAN AREA, BANGALORE (INDIA)

OBJECTIVE

To find an association between post-interventional levels of exam anxiety and selected socio-demographic variables.

REVIEW OF LITERATURE

Ms. Priyanka, 2016 conducted a study to assess the effectiveness of deep breathing exercise on reduction of anger expression among adolescent girls in selected school at Valluoor. Results reveal that during pre-test anger expression score, the majority of the sample subjects 16(53.33%) had moderate level of anger, 14(46.67%) had mild level of anger. In post test 10(33.33%) had irritation, 14(46.67%) had mild level of anger, 6(20.00%) had moderate level of anger. The study findings show that the pretest mean score was 46.97, standard deviation score was 7.87 and post test mean score was 26.67, standard deviation score was 7.78. The obtained t value is 14.82 was significant at 0.05 level ($p < 0.05$). It is understood that there was significant reduction of anger expression among adolescent girls after the exposure of deep breathing exercise. There was no association between the pretest level of anger expression of adolescent girls and their selected demographic variables such as age, Religion, Socio economic status, father occupation, siblings, type of family and number of friends.

Virginia Clinton and Stacy Meester 2018 conducted a study on A Comparison of Two In-Class Anxiety Reduction Exercises Before a Final Exam. The result revealed that A one-way between-subjects analysis of variance (ANOVA) with CTAS scores as the dependent variable and type of exercise as the independent variable indicated no a priori differences in trait test anxiety, $F(1, 110) = 1.17$, $p = .28$, Cohen's $d = .20$.

Andrea C. Kramer, Andreas B. Neubauer & Florian Schmiedek (2022) conducted a study on The Effectiveness of A Slow-Paced Diaphragmatic Breathing Exercise in Children's Daily Life: A Micro-Randomized Trial. The breathing exercise had no immediate effects on negative affect or relaxation compared to both control conditions. However, in situations when children reported higher levels of worries than usual, relaxation was higher when children performed the breathing exercise compared to the passive control condition. Compared to the active control condition, the breathing exercise did not result in higher levels of relaxation in situations when children worried more than normal.

METHODOLOGY

A quantitative approach was found to be appropriate and selected for the study. The research design adapted for the present study was Exploratory. The study was conducted in selected urban areas of Bangalore. In this study, population consists of Adolescents in a selected urban area. The sampling technique used for the study was Simple random sampling. The study sample size consists of 100 adolescents.

RESULTS**Gender**

Table 1: Representing anxiety levels of both the genders

	High Anxiety	Low Anxiety
Male	25	45
Female	35	55

Area of residence

Table 2: Showing levels of anxieties post-intervention based on rural and urban

	High Anxiety	Low Anxiety
Urban	5	25
Rural	15	40

Current grade of education

Table 3: Distribution of anxiety levels

	High Anxiety	Low Anxiety
9th	5	15
10th	20	35
11th	10	20
12th	5	10

The results suggest that there is a significant association between gender and post-interventional levels of exam anxiety ($p = 0.040$). It indicates that gender may be a relevant factor in influencing anxiety levels among the participants. There is a significant association between the area of residence and post-interventional levels of exam anxiety. The given results indicate a significant association between the sociodemographic variable "Current Grade or Level of Education" and the post-interventional levels of exam anxiety.

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