A Study to Assess the Effectiveness of Mindfulness Techniques on Level of Test Anxiety among the B.Sc (Nursing) Students in Selected College at Chennai

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ABSTRACT

Anxiety is the emotional response to that events. Anxiety also serves an important protective function. It signals that something is wrong so that we can move out of a potentially dangerous situation. We can retrain our thinking to better cope with significantly reduce test anxiety. A study was conducted to assess the effectiveness of mindfulness techniques on test anxiety among B.Sc (N) students in selected college at Chennai. The objective of the study is to determine the effectiveness of mindfulness techniques among the B.Sc (N) students. The hypothesis formulated was there is significant association between the mindfulness techniques on the level of test anxiety among B.Sc (N) students. The review of literature included the related studies which provide a strong foundation for the study including the basis for conceptual framework and formation of tool. The research design used for this study was pre experimental one group pre-test post-test design. It was carried out with 30 samples who fulfilled the inclusion criteria. Purposive sampling techniques was used to select the samples. An interview schedule was used to assess the pre-test and post-test level of test anxiety. A integrated mindfulness techniques was given for students for the duration of 30-40 minutes, a standardized tool was given to the students for duration of 10 to 15 minutes. The post-test was conducted at the end of the 7th day by using same tool. The analysis revealed that the pre-test level of test anxiety mean score was 34.0 with standard deviation 4.40 and post-test level of test anxiety mean score was 22.3 with standard deviation 2.85. The paired 't' value was 12.96 which showed highly significant at $p < 0.001$ level. Thus it indicates the effectiveness of mindfulness on level of test anxiety among B.Sc (N) students. So the null hypothesis was rejected and researcher hypothesis was accepted for this study.

KEYWORDS: *Test Anxiety and Mindfulness techniques, B.Sc. Nursing I year students*

INTRODUCTION

Anxiety disorder involve more than temporary worry or fear. For a person with an anxiety disorder, the anxiety does not go away and can get worse our time.

Test Anxiety is the worry, uneasiness or fear experienced before, during or after a test. Any tension, apprehension, or feelings of worry or fear are considered to be test anxiety. It is not just before a test as most of us think. It is very common to experience similar anxiety during and for hours and even days after a test. It may cause mental distraction, physical symptoms or mental blocks.

Adolescence is a stage of human development that occurs in between childhood and adulthood. Adolescence is generally viewed as the age running between 10 to 19 years (**UNICEF 2013**). During this period, they attain physical and mental growth. The brain had undergone various developments in early adolescence and it affects physical and emotional skills including mental abilities. When they grow, they take additional responsibilities and they experiment with new way of doing things, finally push for independence. So, this is the time in which

value and skills are developed, that have great impact on the wellbeing.

Students have to face many academic demands and expectations, for example, school examination, answering questions in the class, showing progress in school subjects. What the teacher wants is teaching, competition with other classmates, friends, and peer groups, and fulfilling teachers' and parent's academic expectations sometimes demand may exceed the ability of the anxiety and stress students tackle appropriately.

Statement of the problem
A study to assess the effectiveness of mindfulness techniques on level of test anxiety among the B.Sc(N) students in selected college at Chennai.

Objectives
➢ To assess the level of test anxiety among the B.Sc(N) students
➢ To evaluate the effectiveness of mindfulness techniques on level of test anxiety among the B.Sc(N) students.
➢ To associate the post-test level of test anxiety among B.Sc (N) students with their selected demographic variables.

Research methodology
A quantitative approach used, one group pre and post-test was adopted to achieve the main objectives of the study. The primary objective of the study was to assess the effectiveness of the mindfulness techniques on level of test anxiety. Pre experimental - One group pre-test and post-test design study. The study will be conducted in Madha College Of Nursing. It is located nearby Kundrathur. The nursing college in suitated at 2nd floor. Around 390 students were studying in Madha College Of Nursing. The students who are studying B.Sc (N) 1st year in selected colleges at Chennai. The sample consists of 1st year B.Sc (N) students studying in selected college in Chennai, who fulfilled the inclusion criteria. The study sample consists of 30 students. Purposive techniques was used to select 30 students of B.Sc (N) from a selective nursing college at Chennai. Inclusion criteria the students who are Willing to participate in study, Available during data collection, Studying B.Sc(N) I Year, Anxiety score more than 3 will be selected. The demographic variables include Age, Gender, Type of Family, Medium of education, Attendance in college, Use of leisure time at home, Duration of sleep. Westside Test Anxiety Scale Validation will be used to assess the reduction of test anxiety among B.Sc Nursing students. The scale consist of 1.0-5.0 test anxiety. The value on the test anxiety scale is correspond to anxiety level. 1.0—1.9 low test anxiety, 2.0—2.5 Normal or average test anxiety, 2.5—2.9

High normal test anxiety, 3.0—3.4 Moderately high test anxiety, 3.5—3.9 High test anxiety, 4.0—5.0 Extremely high test anxiety.

Result and Discussion
The data collected where analyzised using descriptive and interferential statistics the description of demographic variables among B.Sc (N) students shows that the majority of students 16(53.3%) students were between the age group of 19-18 years, 13(43.3%) students were between 17 – 18 years and remaining 1(3.4%) students were age group between 16 – 19 years. In Accordance with gender 26(86.6%) students were female and 4(13.4%) students were male with regard to medium of education 16(53.4%) students have studied in English medium 14(46.6%) students have studied in tamil medium. In considering the attendance of students in college 29(96.6%) students are regular and 1(3.4%) were irregular to college. In accordance with use of leisure time at home watching T.V 10(33.4%) students and playing mobile games 5(16.6%) students and chatting with friends 15(50%). Regarding duration of sleep 26(86.6%) students.

The first objective of the study was to assess the level of test anxiety among B.Sc (N) Ist year students.
In pre- test the pre experimental group 19(63.4%) students had moderately high and 8(26.6%) students had high test anxiety and 3(10%) students had extremely high anxiety. The analysis reveals pre-test level of test anxiety. In post-test the pre experimental group, 2(6.6%) students had normal test anxiety, 21(70%) students had average level of test anxiety, 7(23.4%) students had low test anxiety. The analysis reveals post-test level of test anxiety. The study findings were considered the results from the B.Sc (N) Ist year (2022) has conducted a study one group pre-test and post-test study to assess the level of test anxiety among B.Sc (N) Ist year students. The study was carried with the 30 samples based on purposive sampling techniques. The standardized tool Westside anxiety tool is used to assess the level of test anxiety.

The second objectives of the study was to evaluate the effectiveness of mindfulness technique on the level test anxiety among B. Sc (N) Ist year student.
The analysis reveals the pre-test and post-test level of anxiety, The pre-test level of test anxiety among B.Sc Nursing students was 19(63.4%) students had moderately high and 8(26.6%) students had high test anxiety and 3(10%) had extremely high anxiety none of them perceive high level of anxiety, It shows that there is a difference in the pre-test and post-test level of anxiety, the integrated mindfulness technique brought valuable change in anxiety among B.Sc

Nursing student. After administering integrating mindfulness practice.

The third objectives was to associate the post-test level of test anxiety among B.Sc Nursing student with their selected demographic variables.

The association of post- test level of test anxiety among B.Sc (N) Ist year students with the selected demographic variables in pre-experimental group, with regard to age chi square value of 10.022 was significantly associated with post-test level of test anxiety at the interval of $p<0.05$. With regard to the gender chi square value was 2.82 was non significantly association with post-test level of test anxiety at the interval of $p<0.05$. With regard to the type of family chi square value was 1.79 was non significantly with post-test level of test anxiety at the interval of $p<0.05$. With regard to the medium of family chi square value was 1.32 was non significantly with post-test level of test anxiety at the interval of $p<0.05$. With regard to the attendange in college chi square value was 13.36 was significantly association with post-test level of test anxiety at the interval of $p<0.05$. With regard to the use of leisure time at home chi square value was 12.8 was non significantly association with post-test level of test anxiety at the interval of $p<0.05$. With regard to the duration of sleep chi square value was 11.3 was significantly association with post-test level of test anxiety at the interval of $p<0.05$.
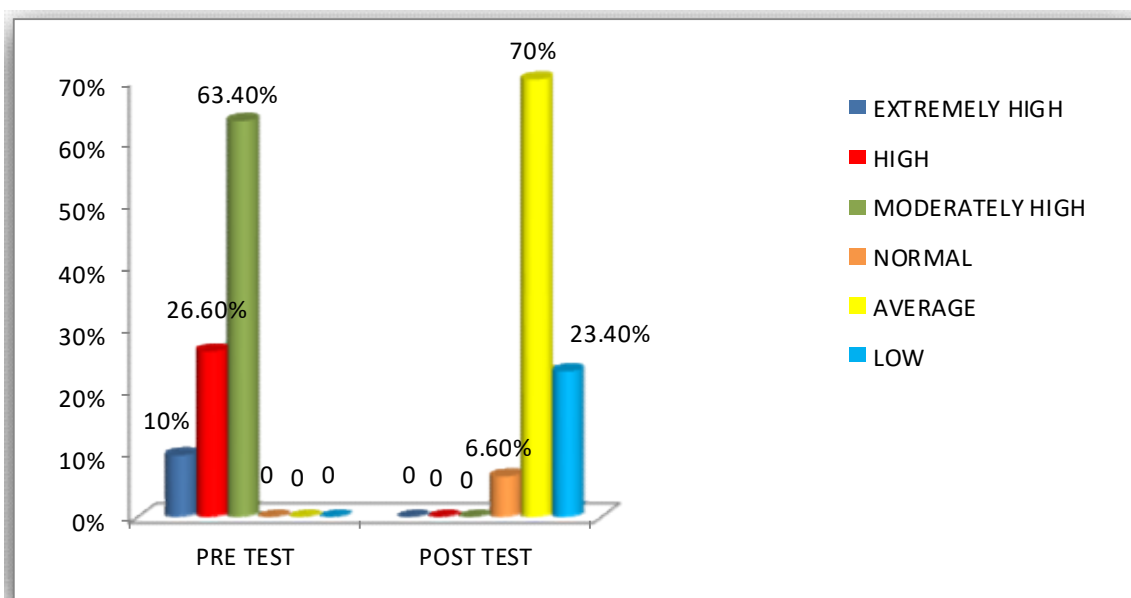

FIG: 1 Comparison of pre-test and post-test level of test anxiety among B.Sc (N) Ist year students.

Conclusion

The present study was conducted to assess the level of test anxiety among B.Sc Nursing I year students. The present study was the effectiveness of mindfulness techniques. The study findings revealed that there was significant reduction in level of test anxiety after giving mindfulness techniques. Based on the statistical findings it is evident that provision of such kind of therapy will motivate the students and help them to reduce the test anxiety. Therefore mindfulness techniques is very important to provide the quality nursing care which helps to meet the needs of the students for their wellbeing.

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