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## A STUDY TO ASSESS THE EFFECTIVENESS OF BIBLIOTHERAPY ON REDUCTION OF TEST ANXIETY AMONG FIRST YEAR B.Sc. NURSING STUDENTS OF SELECTED NURSING COLLEGE AT KASHMIR.

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### ABSTRACT

**Introduction:** Modern life is full of hassles, deadlines, frustrations, and demands. For many people, stress is so commonplace that it has become a way of life.

**Material & Methods** - A pre-experimental study with one group pre test- post test design was used in this study. The population of the study, first year B.Sc. nursing students who were experiencing test anxiety was selected by purposive sampling. To assess the level of test anxiety the investigator modified a standardized tool, Sarason's Test Anxiety Scale. After assessing the level of test anxiety the investigator administered bibliotherapy for 13 days followed that post-test after 7 days.

**Results-** The mean pre-test level of test anxiety was  $18.37 \pm 3$  and the post-test level of test anxiety was  $8.33 \pm 3$ . The effectiveness of bibliotherapy was tested in terms of reduction in test anxiety in post-test at 0.05 level of significance. The mean pre-test and post-test level of test anxiety was analysed and the findings were statistically significant at 0.05 level. The association of pre-test level of test anxiety was found to be significant with age, residential area and family income at 0.05 level of significance.

**Conclusion:** This study has shown that bibliotherapy plays a major role in reducing the level of test anxiety among the first year B.Sc. nursing students. It would help the students to adopt better coping mechanisms in order to live an effective life in future.

**Keywords:** Effectiveness; Bibliotherapy; Test anxiety; B.Sc. nursing students



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## INTRODUCTION

*“We read books to find out who we are. What other people, real or imaginary, do and think and feel is an essential guide to our understanding of what we ourselves are and may become.”*

Stress isn't always bad. In small doses, it can help the individual to perform under pressure and motivate him to do the best. But when the individual constantly running in emergency mode, the mind and body pay the price.<sup>1</sup>

The stress response also helps a person rise to meet challenges. Stress is what keeps the person on his own toes during a presentation at work, sharpens the individual's concentration when're attempting the game-winning free show or drives the person to study for an exam rather is watching TV. Persons' ability to tolerate stress depends on many factors, including the quality of his relationships, general outlook on life, emotional intelligence, and genetics.<sup>2</sup>

In stressful situations, such as before and during an exam, the body releases a

hormone called adrenaline. This helps to prepare the body to deal with what is about to happen and is commonly referred to as the "fight-or-flight" response. Essentially, this response prepares the person to either stay and deal with the stress or escape the situation entirely. In a lot of cases, this adrenaline rush is actually a good thing. It helps prepare the person to deal effectively with stressful situations, ensuring that person is alert and ready.<sup>3</sup>

Students cannot escape from the responsibility of tomorrow by evading it today; their only responsibility is the achievement of academically perfection. However, students face problems during their examinations. Test anxiety is a major psychological problem among students.

Nursing school is highly stressful. Two stressors related to nursing school may be stress of testing and high threshold standards that nursing schools implement in their programs; many programs require that students achieve certain percentages on every examination in order to progress.

Thus, testing has high consequences and



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this may exacerbate any anxiety associated with testing. Test anxiety is the result of many interrelated beliefs and experiences. Ineffective study methods can lead to anxiety and a lowered self-image.<sup>4</sup>

Prato, Catherine Andrea stated that test anxiety may place nursing students at risk for being unsuccessful in their programs due to their inability to demonstrate their knowledge base. Poor performance in a course can lead to increased pressure on oneself, especially if the outcome of a test or of a course is very important. A single experience of extreme test anxiety can leave a student uncertain if it will occur again and it will affect attrition rates of nursing students across the country, compounding the problem of nursing shortages.<sup>5</sup>

Test anxiety prevents students from demonstrating their knowledge on examinations. Countless students are frustrated by the fact that they do great on all their assignments and then when it comes to their tests, they blow it. They are frustrated, discouraged and beat

themselves instead of understanding that this is a common phenomenon that can be overcome. Many alternative modalities are available to reduce test anxiety. If a person believe in himself and his abilities, and have positive expectations for how he will perform on the exam, he will be better able to cope with the anxiety. One technique that could be used to reduce this problem is bibliotherapy.

Bibliotherapy is effective because it allows the reader to identify with a character and realize that he or she is not the only person with a particular problem. As the character works through a problem, the reader is emotionally involved in the struggle and ultimately achieves insight of his or her own situation. Bibliotherapy allows interaction among the participants who share common needs or interests, provides security to students who feel uncomfortable if singled out for attention, allows for sharing of experiences which serves to lessen anxieties, promote feelings of belonging, and improve self-concept, lead students to appreciate others who are

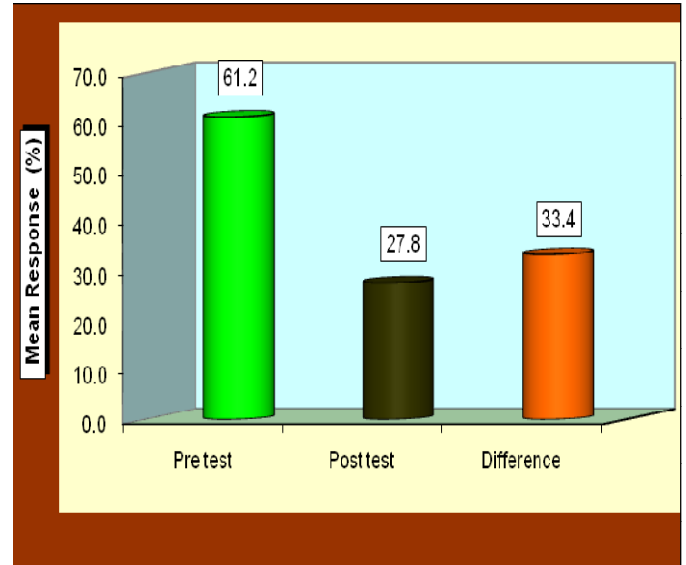
in some way different, thus aiding in social development.

**MATERIALS & METHODS**

The researcher is using an evaluative approach in the present study. The primary objective of the study is to identify the level of test anxiety among the first year B.Sc. Nursing students. In this study the researcher aimed to identify the level of test anxiety and the effectiveness of bibliotherapy on reduction of the test anxiety. In this study purposive sampling technique was adopted for selecting samples. Out of the total population defined those who met the inclusion criteria were selected for the study. Data was collected from the subjects by using modified Sarason’s Test Anxiety Scale and demographic proforma.

**RESULTS**

Figure: Cylinder diagram showing the mean pre-test and post-test scores on test anxiety reduction among first year B.Sc. nursing students



The figure reveals that the subjects’ test anxiety level in the post- test (8.33) was lower when compared to their pre-test level of test anxiety (18.37). The standard deviation of post-test level (3.0) showed that the level of test anxiety were more consistently lower than that of pre-test level to indicate that level of test anxiety were reduced Paired\_‘t’ test was applied to find out the significance of difference between pre-test and post-test level of test anxiety. The obtained\_‘t’ value (13.96,  $p \leq 0.05$ ) indicates that the findings were statistically significant at 0.05 level. The



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findings suggest that there was a significant reduction in level of test anxiety after administering bibliotherapy. The  $t$ -calculated value was greater than the table value ( $t=13.96 > t_{tab}2.045$ ) thus the hypothesis  $H_1$  accepted. That is, there was a significant difference in the mean pre-test and post-test level of test anxiety. It was inferred that bibliotherapy was effective to reduce test anxiety among first year B.Sc. nursing students.

## CONCLUSION

Countless students are frustrated by the fact that they do great on all their assignments and then when it comes to their tests, they blow it. They are frustrated, discouraged and beat themselves instead of understanding that this is a common phenomenon that can be overcome. Many alternative modalities are available to reduce test anxiety. If a person believe in himself and his abilities, and have positive expectations for how he will perform on the exam, he will be better able to cope with the anxiety.

Bibliotherapy is effective way of managing test anxiety because it allows the reader to identify with a character and realize that he or she is not the only person with a particular problem.

The conclusion of the study is that there is an urgent need to deal with the problems of the students associated with writing an exam. Most of the subjects in this study had moderate to high range of test anxiety.

On the whole carrying out the present study was really an enriching experience for the investigator. It also helped a great deal to explore and improve the knowledge of the investigator as well as to reduce the level of test anxiety of the participants.

The constant encouragement, timely corrections and guidance of the guide, cooperation and interest of the respondents to participate in the study, and the help and support received from the persons who were in charge of the institution contribute to the fruitful completion of this study.



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