

An Effectiveness of Guided Imagery in Reduction of Examination Anxiety among Adolescents in Selected Schools at Tirupati

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Abstract: ***Aim:** To assess the effectiveness of guided imagery in reduction of examination anxiety among adolescents in selected schools at Tirupati. **Materials and Methods:** An experimental study was conducted with standardised [west side test anxiety] scale is used to evaluate effectiveness of guided imagery in reduction of examination anxiety among adolescents in selected schools at Tirupati. The sample size is 60 adolescents [30 were experimental, 30 were control group]. **Results:** Among control group pre test 9 (30.0%) adolescents had mild examination anxiety, 13 (43.3%) adolescents had moderate examination anxiety, 8 (26.7%) adolescents had severe examination anxiety and among post test group 8 (26.7%) adolescents had mild examination anxiety, 13 (43.3%) adolescents had moderate examination anxiety, 9 (30.0%) adolescents had severe examination anxiety. Among experimental pre test group 7 (23.3%) adolescents had mild examination anxiety, 20 (66.7%) adolescents had moderate examination anxiety, 3 (10.0%) adolescents had severe examination anxiety. Among post test group 4 (13.3%) adolescents had mild examination anxiety, 24 (80.0%) adolescents had moderate examination anxiety, 2 (6.7%) adolescents had severe examination anxiety. **Conclusion:** The study concluded that the students had higher examination anxiety among control group than in experimental group. Researcher collected images regarding practice of guided imagery and showed to the students in experimental group, so that it was helped them to reduce examination anxiety.*

Keywords: Guided imagery, examination anxiety, adolescents

1. Introduction

1.1 Background of the study

Many people experience stress or anxiety before an exam. In fact, a little nervousness can actually help you perform your best. However, when this distress becomes so excessive that it actually interferes with performance on an exam, it is known as test anxiety. Test anxiety is a psychological condition in which people experience extreme distress and anxiety in testing situations. While many people experience some degree of stress and anxiety before and during exams, test anxiety can actually impair learning and hurt test performance¹.

Guided imagery is a mind-body intervention by which a trained practitioner or teacher helps a participant to evoke and generate mental images that simulate the sensory perception of sights, sounds, tastes, smells, movements, and images associated with touch, such as texture, temperature, and pressure and etc.. The practitioner or teacher may facilitate this process in person to an individual or a group. Alternatively, the participant may follow guidance provided by a sound recording, video, or audiovisual media comprising spoken instruction that may be accompanied by music or sound².

The steps in practicing guided imagery during anxiety are as follows:

- 1) Find a Quiet Place Free From Distractions
- 2) Take a Few Slow Even Breaths

- 3) When You Are Feeling Relaxed, Gently Close Your Eyes
- 4) Breathe in and Smell the Scent of the Ocean and Tropical Flowers
- 5) Stay in This Scene for as Long as You Like
- 6) When You Are Ready, Slowly Count Backward From 10 and open your eyes³.

Shohrehkolagari, mahanazmodanloo et al., (2018) Conducted a quasi experimental study in 2016 among 39 nursing students with anxiety score under 128 on Spielberg's state-trait inventory (STAI). They were randomly allocated to computer based tests and paper based tests group. Prior to exam all students completed sarason's test anxiety scale. The results revealed that the students mean test anxiety score was 11.94 and 11.32 in computer based test and paper based test groups. Respectively 47.4% of students in Computer based test group and 29.4% of those in paper based tests group experienced higher test anxiety while the difference was not significant ($p=0.56$). This study is concluded that as the anxiety score was higher in computer based test group, the educational administration must be aware of plan and possible unfavourable effects of computer assisted testing⁴.

2. Objectives

- To assess the level of examination anxiety among adolescents at selected schools.
- To assess the effectiveness of guided imagery in reduction of anxiety among adolescents at selected schools.

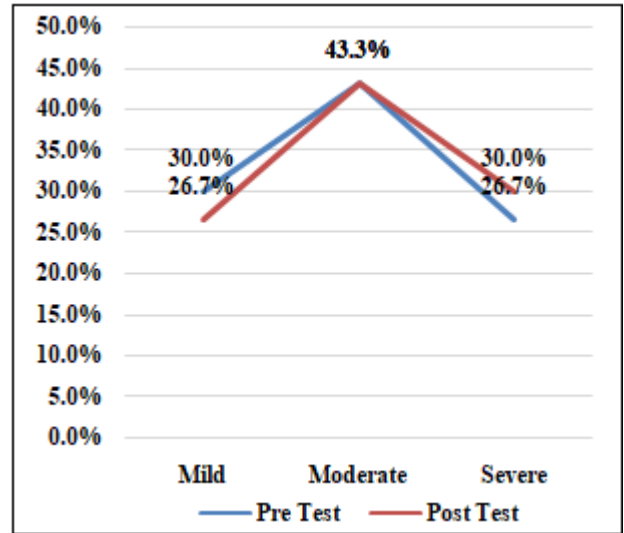
- To find out the association between level of anxiety and guided imagery with their selected demographic variables.

3. Material and Methodology

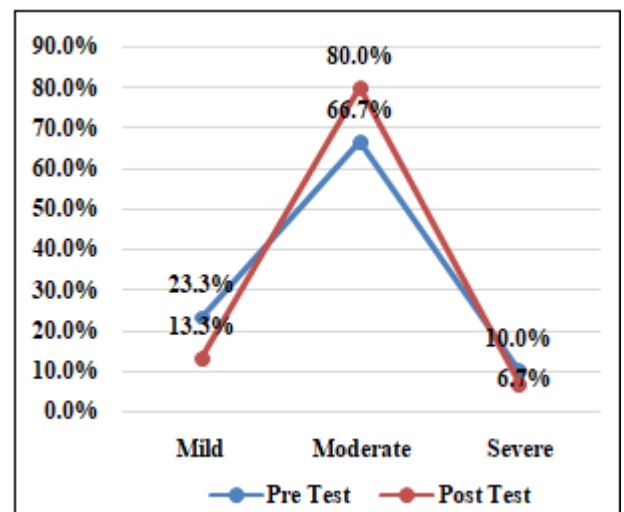
- Research Approach:** Quasi experimental approach.
- Research Design:** Pre test – post test design.
- Setting of the Study:** S. V. U Campus high school at Tirupathi.
- Sample:** 10th class students.
- Sample Size:** 60, tenth class students who were falling under inclusion criteria (30 were control group & 30 were experimental group).
- Sampling Technique:** Non probability convenient sampling.
- Development and description of the tool:** The tool used for data collection was standard west side test anxiety scale (2004) by Richard Driscoll, Ph. D., American test anxiety association. This was adopted based on objectives of the study. There are ten statements in standard west side test anxiety scale (2004) by Richard Driscoll, Ph. D., related to your personality you have to give score to the statements in positive or negative which ever you think to be most suitable. Your answer will be kept absolutely confidential.
- Data Collection Procedure:** The study was conducted from 09-03-2020 to 18-03-2020. During this period I have collected data from adolescents in selected school. The investigators initially established rapport with the student. The pre test was conducted on 09-03-2020 for both control and experimental groups. The guided imagery (spoken instruction) was provided individually 10 minutes for five days. The post test was conducted on 18-03-2020 for both control and experimental groups.

4. Results

Among control group pre test 9 (30.0%) adolescents had mild examination anxiety, 13 (43.3%) adolescents had moderate examination anxiety, 8 (26.7%) adolescents had severe examination anxiety and among post test 8 (26.7%) adolescents had mild examination anxiety, 13 (43.3%) adolescents had moderate examination anxiety, 9 (30.0%) adolescents had severe examination anxiety.



Among experimental pre test 7 (23.3%) adolescents had mild examination anxiety, 20 (66.7%) adolescents had moderate examination anxiety, 3 (10.0%) adolescents had severe examination anxiety. Among post test 4 (13.3%) adolescents had mild examination anxiety, 24 (80.0%) adolescents had moderate examination anxiety, 2 (6.7%) adolescents had severe examination anxiety.



The mean of anxiety among pre test in control group is 31.07 and standard deviation is 4.441; mean of Anxiety among post test in control group is 33.07 and standard deviation of 4.961 respectively, correlation between pre and post test of examination anxiety in control group. It indicates that as the examination anxiety is high the performance decreases gradually. and the mean of anxiety among pre test in experimental group is 34.13 and standard deviation is 3.137; mean of Anxiety among post test in experimental group is 29.27 and standard deviation of 5.030 respectively, correlation between pre and post test of examination anxiety in experimental group. It indicates that by the guided imagery the performance increases gradually.

Variables	Control group			Experimental group		
	Mean	Standard deviation	Correlation	Mean	Standard deviation	Correlation
Pre test	31.07	4.441	.789	34.13	3.137	.644
Post test	33.07	4.961		29.27	5.03	

5. Conclusion

Evidence from this investigation showed that the students had higher examination anxiety among control group than in experimental group. Researcher collected images regarding practice of guided imagery and showed to the students in experimental group, so that it was helped them to reduce examination anxiety.

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