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Effectiveness of Structured Teaching Programme on Examination Anxiety Among I - Year Bsc Nursing Students at Vmcon Karaikal

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ABSTRACT

A **study** to assess the effectiveness of structured teaching programme on examination anxiety among I year Bsc nursing students at vinayaka mission college of nursing is partial fulfillment of the requirements for the award of the degree of bachelor of science in nursing was done by Mrs. Barathipriya E Bsc(n) Mrs. G. Ramya Bsc(n) vinayaka mission college of nursing. The Salem university, Salem. October 2018. The **objective** of the study are to assess the level of knowledge on examination anxiety, the effectiveness of structured teaching programme on examination anxiety and the association between the level of pretest and post test knowledge score regarding on examination anxiety among I year bsc nursing students at vmcon. the research design is a blueprint for conducting a study that maximizes control. the factors that caused interfere with the validity of the findings. The **research design** adopted for this study was Quasi experimental design one group pre-test and post test only has selected for the study**. setting:** the study was conducted at vinayaka missions nursing college, karaikal. **sample size:**50 students**. sampling technique:** purposive sampling technique was used for the study. **result:** the result revealed that 29 (58%) the respondent had inadequate knowledge and 21(42%) respondent had moderately adequate knowledge and none of them respondent had adequate knowledge on pretest,7 (14%) the respondent had inadequate knowledge and 26(52%) respondent had moderately adequate knowledge and 17 (34%) the respondent had adequate knowledge on post test. **conclusion:** The finding of the concluded that there was significant relationship between pretest and post test on examination anxiety for I year bsc nursing students therefore structured teaching programme was effective

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INTRODUCTION

'The greatest barrier is to success is the fear of failure' (Italian proverb)

Anxiety is common among students at levels of education. a specific type of anxiety experienced during testing situations test anxiety has been shown to elicit emotional responses that contribute to task interference and lower intellectual testing performance. test anxiety is also related to forms of negative evaluation these disliking of test and poor study habit.

For some people the examination period is an extremely stressful and anxious time. stress cause medical problem for reduce the efficiency of exam performance of course, most people have some anxiety reaction to examination. the task is to know if we ourselves are the one who have such excessive anxiety that it affects our exams and life as a whole.

It is proportionate to feel some anxiety around exams, as with other important events in life. nervous tension serves to motivate and focus attention keeping the mind the alert. examination stress becomes a problem if it interferes with the ability to prepare for and performs in examination too much anxiety can block clear creative thinking. Create a negative mind set and lead to panic.

For some people examination are sources of inordinate stress. it can be very debilitating mentally. such stress can lead to medical troubles and can spoil what would otherwise be a good time at university.

Furthermore, high levels of test to anxiety have been shown to be negatively correlated to many factors such as IQ academic achievements memory and cumulative grade point average in a meet analysis of 562 studies on test anxiety in academic settings conducted by hembree, results founded that test anxiety is consistent in reducing performance.

STATEMENT OF THE PROBLEM

A STUDY TO ASSESS THE EFFECTIVENESS OF STRUCTURED TEACHING PROGRAMME ON EXAMINATION ANXIETY AMONG I YEAR BSC NURSING STUDENTS AT VMCON – KARAIKAL

OBJECTIVES

- To assess the level of knowledge on examination anxiety among I year bsc nursing students at VMCON.
- To assess the effectiveness of structured teaching programme on examination anxiety among I year bsc nursing students at VMCON.
- To find out the association between the level of pretest and post test knowledge score regarding on examination anxiety among I year bsc nursing students at VMCON.

MATERIAL AND METHODS

Quasi experimental design was carried to assess the effectiveness of structured teaching programme on examination anxiety among I year Bsc nursing students at VMCON, Karaikal of 50 students selected by using non semi-structured interview schedule was prepared before collecting data consent was obtained from each students. Analysis was planned to be done by using Quasi experimental design.
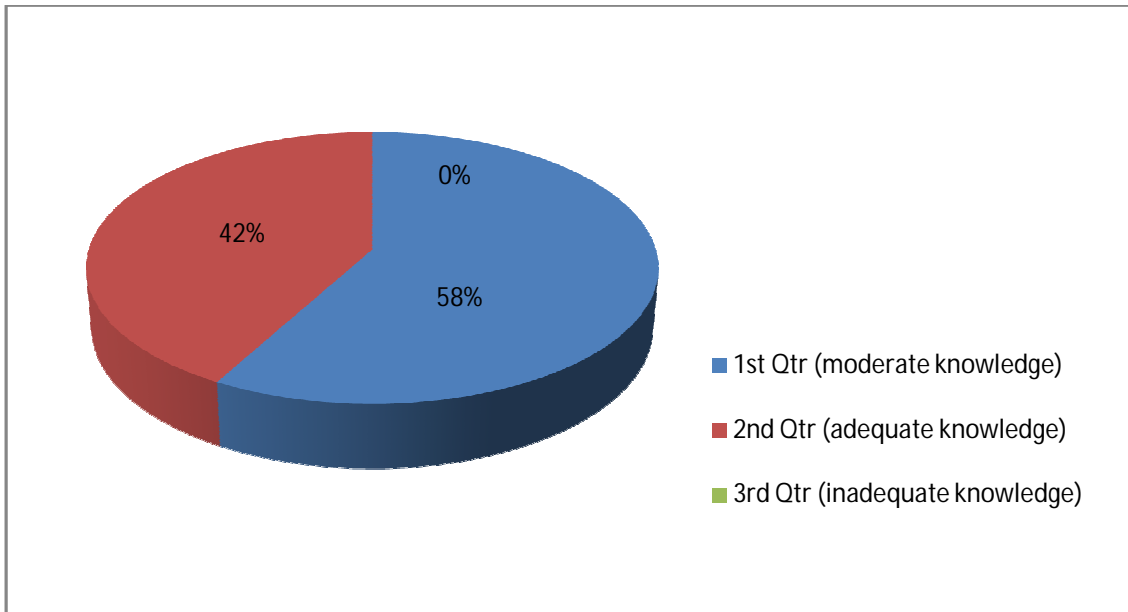
RESULT AND DISCUSSION

- the majority of students in the age in year was 17-18 years

- the majority of students gender in female of 40%

- the majority of students religion as Hindu about 42%

- the majority of students type of family was nuclear family 42%

- the majority of students of mother of occupation was house wife 39%

- the majority of students father of occupation was daily wages of 27%

- the majority of students income of the parents was about rupees 5000-10000.

- the majority of students birth order was 1 of 23%.

- the majority of students were got information about examination anxiety of 2.

- pretest mean knowledge score was 11.98 and SD 2.72.

- post test means knowledge score was 16.6 and SD 3.68.

- further the obtain t" value was 7.218 which is statistically found to be significant at 0.0511 therefore the research hypothesis h1 is accepted

- chi-squire value occupation of father ($x2=4.984$) ($p>0.5$) where significant therefore null hypothesis ho was rejected.

In pretest,

Assessment of the level of knowledge regarding anxiety among bsc nursing I year students revealed that 29 (58%) the respondent had inadequate knowledge and 21(42%) respondent had moderately adequate knowledge and none of them respondent had adequate knowledge on pretest(tabe 1). Chi-squire assessment on association between knowledge score regarding anxiety among bsc nursing I year students.

Table 1. Knowledge Regarding Anxiety Among Nursing Students

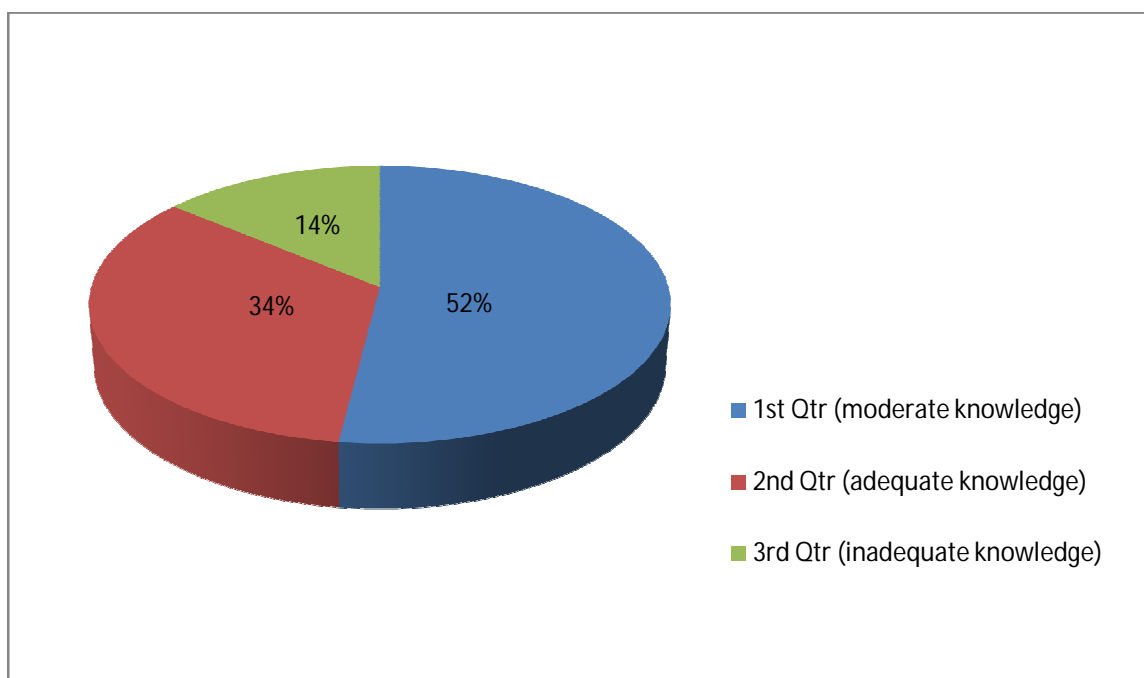| LEVEL OF KNOWLEDGE	FREQUENCY	PERCENTAGE
Inadequate knowledge (<50%)	29	58%
Moderate knowledge(51-75%)	21	42%
Adequate knowledge (>76%)	0	0%

In post-test,

Assessment of the level of knowledge regarding anxiety among bsc nursing I year students revealed that 7 (14%) the respondent had inadequate knowledge and 26(52%) respondent had moderately adequate knowledge and 17 (34%) the respondent had adequate knowledge on post test (tabe 1). Chi-squire assessment on association between knowledge score regarding anxiety among bsc nursing I year students.

Table 1. Knowledge Regarding Anxiety Among Nursing Students

Level Of Knowledge	Frequency	Percentage
Inadequate Knowledge (<50%)	7	14%
Moderate Knowledge (51-75%)	26	52%
Adequate Knowledge (>76%)	70	34%

CONCLUSION

The finding of the concluded that there was significant relationship between pretest and post test on examination anxiety for I year bsc nursing student's therefore structured teaching programme was effective

RECOMMENDATIONS

- A similar study can be done in large scale
- A similar study can be done by comparative study of students who are not experienced examination anxiety.

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