

Dr. Oz's Anxiety Scale as an Indicator of Test/Examination Anxiety among Male/Female College Students

Dr. Naveed Shibli, Inas Hasan, Ayesha Shakeel, Sundas Shakeel, Siara Yousaf, Mehmood Iqbal

Abstract- How a test measuring anxiety could be used to study examination anxiety was the focus of present study? Dr. OZ's Anxiety Scale Test was used to assess examination/test anxiety among 60 college students including 30 male and 30 female subjects. The results revealed that Dr. OZ's Anxiety Scale Test successfully depicts examination/test anxiety among subjects, moreover, the test also reflected gender based examination/test anxiety among subjects.

Index Terms- Dr. OZ's Anxiety Scale Test, Examination/Test anxiety, Gender

I. INTRODUCTION

Academic achievement tests are a common feature of school and college studies and have become gradually an important area of concern for experts because such play an important role in the educational growth of students. One thoroughly examined area like others in that context is test related anxiety. Experts studied various aspects in that context like, physiological over-arousal, other somatic symptoms as well as psychological symptoms like worry, dread, fear of failure.(Zeidne1998). The academic performance is the major concern of students in all kinds of academic tests and during the study of test anxiety researchers found that emotional distress reduces academic performance and is a contributing factor in students drop out rates (Andrews & Wilding 2004). The studies by (Pritchard & Wilson 2003) and (Vaez & Laflamme,2008) also support the negative impact of distress on performance during academic tests. Interestingly test anxiety is neither emic contributor nor an etic imposed concept rather it was found that such exists among the students around the globe (Lowe & Ang 2012) another study also found that such test related anxiety phenomenon is there among the students in the entire world. (Dalkiran et al 2014) and 25 to 40% students experience test anxiety (J.C. 2010) that include, worry and dread, physiological over arousal, poor concentration, going blank, or freezing, confusion or poor organization, low self –esteem, depression, anger and feelings of hopelessness (Cherry, Kendra 2012) However, (Parviz and Minoo 2010) viewed test anxiety differently and named it as 'anticipatory anxiety, situational anxiety or evaluation anxiety' that to them helps and add to mental and physical alertness. Some studies regarding the impact of gender in case of test anxiety have also been reported, (Yasmin Ni , Rabia and Charles 2012) found the relationship of gender in case of academic performance of medical students in academic tests whereas, (Brenda 2012) found, "gender differences in SAT-V, SAT-M, and overall SAT scores" however to Yarden (2014) the use of

'comprehensive research checks' is more helpful in academic success, whereas to Areille, (2013) listening music is the best remedy to counter studies related stress that could be a source of examination anxiety.

II. METHOD AND PROCEDURE

The present study was designed to check the relationship of anxiety with examination on the bases of gender. An identical sample of 60 college students on age/grade and top positions in the class for their academic performance selected as sample for the study.. These college students belonged to the same chain of colleges. The sample of 60 students include equal number of boys (30) and girls (30).

All the subjects were administered Dr. OZ's Anxiety Scale Test developed by Marla W. Deibler. This test measures, worry, distress and panic and reveals these states in four levels of anxiety, scores 0-4 reflect minimal non significant anxiety, scores 5 to 9 represent mild anxiety, scores 10-14 indicate moderate anxiety and scores 15 or above are for severe anxiety. The test was administered to the both groups of subjects exactly two months before the final term examination and again the same was administered to the same subjects two days before the start of final term examination. The difference of subject scores on both occasions compared to find the difference.

III. RESULTS

It was found that majority of the students scored more on the test in their second performance close to the examination as compared with their previous scores on the test two months before the examination and the difference of the scores of the subjects on both occasions was statistically significant reflecting thereby the increase of anxiety close to the examinations among the subjects moreover the proportion of the increase of test scores reflecting the amount of anxiety close to the examination during second performance was more among female participants as compared with the male subjects reflecting the role of gender in case of test anxiety among the selected subjects.

IV. CONCLUSIONS

Students experience more test anxiety close to the examinations as compared with the routine studies and the girls are more prone to test anxiety as compared with the boys.

REFERENCES

- [1] Andrews, B., & Wilding, J. M. (2004), "The relation of depression and anxiety to life-stress and achievement in students" *British Journal of Psychology*. 95, 509-521.
- [2] Arielle S. Dolegui The Impact of Listening to Music on Cognitive Performance Student Plus 2013, Vol. 5 No. 09 | pg. 1/2 |
- [3] Brenda Hannon, Test anxiety and performance-avoidance goals explain gender differences in SAT-V, SAT-M, and overall SAT scores *Personality and Individual Differences* Volume 53, Issue 7, November 2012, Pages 816–820
- [4] Cherry, Kendra. "Test Anxiety Symptoms". About.com. Retrieved 24 April 2012.
- [5] Dalkiran, E., Baltaci, H. Ş., Karatas, Z., & Nacakci, Z. (2014). Developing of individual instrument performance anxiety scale: Validity-reliability study. *International Journal of Assessment Tools in Education (IJATE)*, 1(1), 13-25.
- [6] J.C. (2010). Test anxiety: Contemporary theories and implications for learning. In J.C. Cassady (Ed.), *Anxiety in schools: The causes, consequences, and solutions for academic anxieties* (pp. 7-26). New York, NY: Peter Lang,
- [7] Lowe, P. A., & Ang, R. P. (2012). Cross-cultural examination of test anxiety among US and Singapore students on the Test Anxiety Scale for Elementary Students
- [8] Marla W. Deibler " Dr. Oz' Anxiety Test Scale" The Center for Emotional Health of Greater Philadelphia, LLC
- [9] Parviz Birjandi and Minoos Alemi (October 2010). "The Impact of Test Anxiety on Test Performance among Iranian EFL Learners". *BRAIN. Broad Research in Artificial Intelligence and Neuroscience* 1 (4): 45
- [10] Pritchard, M. E., & Wilson, G. S. (2003). Using emotional and social factors to predict student success. *Journal of College Student Development*, 44, 18-28.
- [11] Vaez, M., & Laflamme, L. (2008). Experienced stress, psychological symptoms, self-rated health and academic achievement: A longitudinal study of Swedish university students. *Social Behavior and Personality*, 36, 183-196
- [12] Yasmin Nilofer Farooqi , Rabia Ghani , Charles D Gender Differences in Test Anxiety and Academic Performance of Medical Students (2012) *International Journal of Psychology and Behavioral Sciences*
- [13] Yarden Skop Study: Psychometric tests predict academic success better than Israeli matriculation exams Haaretz Tuesday, November 11, 2014
- [14] Zeidner M. (1998). *Test anxiety: The state of the art*. New York, NY: Plenum

AUTHORS

First Author – Dr. Naveed Shibli
Second Author – Inas Hasan
Third Author – Ayesha Shakeel
Fourth Author – Sundas Shakeel
Fifth Author – Siara Yousaf
Sixth Author – Mehmood Iqbal