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EVALUATION OF TEST ANXIETY IN MIDDLE SCHOOL STUDENTS IN ONE AREA OF EDUCATION OF SANANDAJ CITY OF KURDISTAN PROVINCE OF IRAN, 2009

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Child and adolescences experience a wide range of anxiety during their growth that some of them result in academic and daily difficulties. Test Anxiety as one of these anxieties, is common and important phenomenon in education and have a close relation with educational and academic achievement.

Because of importance of physical and mental health of these groups, this study was performed.

Methods: This descriptive study was performed with 1321 students selected from six middle schools (through random cluster) from schools in one area education of Sanandaj. For data Collection, Sarason test anxiety and demographic characters questionnaire was used.

Sampling was done before end year examination

Results: In this study, 51/9% of subjects were girls and 48/1% were boy. 29/7% of units were in first degree; 28/2% second and 42/1% in third year degree. Also, 35/4% of boys and 37/8% of girls were 14 years old. Severity of test anxiety in 20/2% was mild, 44/9% moderate and 34/9% was severe. In this research, we found statistical differences between severity of test anxiety and gender ($p=/.001$).

Discussion: The results showed high rate of test anxiety in middle school students. In our opinion, addition to gender effect on test anxiety levels, other factors such as stress of transition from one level to another level and access in special schools have significant role. Therefore, school coaches should attention to pathology and therapeutic methods for reducing test anxiety such as relaxation, systematic desensitization, immunization against stress and skills of reading correction in these groups.