Test Anxiety Levels Between Sophomore and Senior Level Nursing Students

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Background and Significance

- Test anxiety affects learning, performance, and the well-being of a student

- Many nursing programs have “high-stakes” testing

- May not accurately represent true capacity of the individuals knowledge of the content
Purpose and Hypothesis

- The purpose of this study was to collect data about cognitive test anxiety levels of undergraduate sophomore and senior level nursing students

- Research Hypothesis – There will be a difference between sophomore and senior test anxiety levels
Methods

- **Setting** – A university located in the Northeastern United States. Data collection took place in the classroom.

- **Sampling and Subjects** – 115 sophomore nursing students and 113 senior nursing students.

- **Convenience Sampling for Cognitive Test Anxiety Scale**
Measurement Instruments

- **Demographic Information** 3 Questions
- **Cognitive Test Anxiety Scale** 26 Statements
  - Likert Scale 1-4
  - Low-Anxiety Group – 26-59
  - Moderate-Anxiety Group 60-69
  - High-Anxiety Group 70-104
- **Data Analysis** – Descriptive Analysis and t-test
<table>
<thead>
<tr>
<th>Cronbach’s Alpha</th>
<th>Cronbach’s Alpha Based on Standardized Items</th>
<th>N of Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>.94</td>
<td>.94</td>
<td>26</td>
</tr>
</tbody>
</table>
# Mean Score Comparisons

<table>
<thead>
<tr>
<th>Grouping</th>
<th>N</th>
<th>Mean Anxiety</th>
<th>p - value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sophomores</td>
<td>111</td>
<td>71.2</td>
<td>&lt; 0.001</td>
</tr>
<tr>
<td>Seniors</td>
<td>108</td>
<td>63.6</td>
<td></td>
</tr>
<tr>
<td>Males</td>
<td>26</td>
<td>66.0</td>
<td>0.61</td>
</tr>
<tr>
<td>Females</td>
<td>193</td>
<td>67.6</td>
<td></td>
</tr>
<tr>
<td>GPA &lt; 3.0</td>
<td>12</td>
<td>83.3</td>
<td>&lt;0.001</td>
</tr>
<tr>
<td>GPA &gt; 3.0</td>
<td>206</td>
<td>66.4</td>
<td></td>
</tr>
</tbody>
</table>
## Text Anxiety Group Levels

### Group Score Category Cross Tabulation

<table>
<thead>
<tr>
<th>Anxiety Levels</th>
<th>Low</th>
<th>Med</th>
<th>High</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sophomore Class</td>
<td>23</td>
<td>23</td>
<td>65</td>
<td>111</td>
</tr>
<tr>
<td>%</td>
<td>20.7</td>
<td>20.7</td>
<td>58.6</td>
<td>100</td>
</tr>
<tr>
<td>Senior Class</td>
<td>43</td>
<td>34</td>
<td>31</td>
<td>108</td>
</tr>
<tr>
<td>%</td>
<td>39.8</td>
<td>31.5</td>
<td>28.7</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>66</td>
<td>57</td>
<td>96</td>
<td>219</td>
</tr>
<tr>
<td>%</td>
<td>30.1</td>
<td>26.0</td>
<td>43.8</td>
<td>100</td>
</tr>
</tbody>
</table>

Chi square = \( p < 0.001 \)
Discussion and Interpretation

- Significant difference between sophomore and senior level test anxiety $p < 0.001$

- Alternative Hypothesis Accepted

- No difference between male and female levels of test anxiety $p < 0.61$

- GPA – Significant difference $p < 0.001$
Conclusion

- Sophomore level nursing students were significantly higher than Senior Students

- Over ½ of sophomores - highest anxiety level grouping category

- Ethnicity - Homogenous Sample

- Students with lower GPAs were all sophomores and had higher anxiety level scores
Implications

▪ Increase Knowledge and Awareness of This Phenomena Amongst Nursing Educators

▪ Explore Interventions for Nurse Educators to Mitigate This Phenomena

▪ Recommend Student Self-Assessment

▪ Further Nursing Research Needed
References


References (cont’d)


