Investigating the Relationship between Test Anxiety and Study Habits in Students: A Study in Southwest Iran

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ABSTRACT

Introduction: Investigating students' study habits and exam anxiety leads to measuring their desired learning level. Therefore, this study was conducted with the aim of investigating the relationship between Test anxiety and study habits in students of Behbahan Faculty of Medical Sciences in 2021.

Methods: This research is of descriptive-correlation type, which is available by using a demographic information checklist, PSSHI study habits questionnaire, Test anxiety questionnaire (TAI), and sampling method. Its statistical population included all students of Behbahan Faculty of Medical Sciences. SPSS version 21 statistical software and descriptive and inferential statistical tests using independent t-tests, analysis of variance, and chi-square were used for data analysis.

Results: A total of 120 students participated in this research. Our results showed that students' test anxiety was mild and their study habits were relatively favorable and moderate.

Conclusion: The habit and skill of studying is one of the most important factors affecting the academic progress of students. Substitutes and effective study habits are very effective in minimizing test anxiety in better learning.

Keywords: Iran, Study Habits, Test Anxiety.

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Introduction

In most educational systems, tests are usually taken to measure the student's learning, and finally, the degree of achievement of the goal is measured by the result of the test, and usually the same test score is used as the evaluation criterion, for this reason, the test is always a potential source for It is stress and anxiety.[1] Test anxiety includes unpleasant emotional feelings and experiences and worry in situations where a person feels that their performance is being evaluated.[2] Exam anxiety is common among students.[3] High test anxiety is associated with many factors, some of which are low self-confidence, insufficient study, negative attitude towards college, and fear of failure. Other important factors related to test anxiety can be bad study habits.[4] Studies have shown that the mental health of students has an inverse relationship with their academic failure. Several studies have also argued that test anxiety can

negatively affect students' study habits and have an inverse relationship with their academic achievement.[5,6]

Therefore, it is necessary to improve the learning situation, increase the accuracy, speed, and quality of reading and understanding, and identify and institutionalize effective methods of learning and studying in order to increase the academic progress of students. Naturally, first of all, it is necessary to know the study skills and approaches. One of the important factors that can increase students' motivation and academic progress is learning study and learning skills.[7] Most of the students have problems studying and learning, but because they are weak in learning and study skills, many of their efforts are wasted.[8] Each student has a unique study style that may even be different despite the same age, and cultural and religious backgrounds.[6] Sometimes students may spend a lot of time studying. They don't know how to read and understand what they read. Investigating students' study habits and exam anxiety and its effect on their academic status leads to measuring their desired learning rate. Therefore, this study was conducted with the aim of investigating the relationship between Test anxiety and study habits in students of Behbahan Faculty of Medical Sciences in 2021.

Material and Methods

This research is a descriptive-correlation type that was conducted using the available sampling method in 2021. Its statistical population includes all students of Behbahan Faculty of Medical Sciences, southwest Iran. The data collection tool includes a checklist of students' demographic information such as gender, marital status, age, and whether they are indigenous or non-indigenous. To measure the students' study habits, the PSSHI standard 45-question study habits questionnaire was used. This questionnaire has 8 components: time division (5 questions), physical condition (6 questions), reading ability (8 questions), note-taking (3 questions), motivation to learn (6 questions), memory (4 questions), examination (10 questions). question) and health (3 questions). Therefore, the minimum total score

is zero and the maximum is 90. Higher scores indicate good study habits. The total score of study habits was classified into three sections: unfavorable study habits (score less than 30), relatively favorable (score less than 31-60), and favorable (score greater than 61). Its validity and reliability have been confirmed in several previous studies in Iran, including the studies of Fereydoni et al.[9] Based on this, test re-reliability of 0.88, internal consistency of 0.65, and standard-dependent validity of 0.74 were reported. The test anxiety questionnaire (TAI) was used to measure students' exams. This questionnaire consists of 25 four-choice questions (never = 0, rarely = 1, sometimes = 2, and often = 3), with a minimum score of 0 and a maximum score of 75. Higher scores indicate higher exam anxiety among students. Therefore, the level of anxiety is classified into four levels: severe, moderate, mild, and non-anxious. The validity and reliability of this questionnaire have been confirmed in previous studies in Iran, including the study of Cheraghian and colleagues.[10] After completing the sampling, the data were analyzed using SPSS version 21 statistical software and descriptive and inferential statistical tests using independent t-tests, analysis of variance, and chi-square.

Results

A total of 120 students of Behbahan Faculty of Medical Sciences with an average age of 19.40 ± 30.43 have participated in this study, whose characteristics are shown in Table 1. 33.33% of these students were male and 66.67% were female. 77.5% of students were single and the rest were married, 14.16% were natives and the rest were in dormitories. According to Table 2, the mean and standard deviation of students' exam anxiety is (9.9 ± 35.43). According to the rating of the questionnaire, it is evaluated as mild. According to Table 3, the total scores of the student's study habits questionnaire were relatively favorable and average (48.26 ± 9.23). Table 4 shows the results of students' opinions about the effect of the main research variables on students' study habits and the strengths and weakness of the questionnaire options.

Factor	N (%)	
Gender	Female	80(66.67)
	Male	40(33.33)
Place of Residence	Married	21(22.5)
	Single	93(77.5)
Marital Status	Domestic	17(14.16)
	Dormitory	103(85.84)

Table1. Frequency distribution of demographic variables of research subjects.

Mean ± Standard deviation	Minimum	Maximum
35.43 ± 9.9	15	49

Table 2: The level of Test anxiety in students.

Areas	Mean ± Standard deviation
Time Division	6.2 ± 3.3
Physical Status	6.7 ± 2.4
Reading Capability	8.1 ± 1.7
Noting	3 ± 1.9
Learning Motivation	6.9 ± 2.2
Memory	4.2 ± 1.3
Holding Exams	10.4 ± 2.6
Health	3. 2 ± 0.68
Total	48. 26 ± 9.23

Table 3: Mean of areas related to study habits.

Response	Time Division (%)	Physical Status (%)	Reading Capability (%)	Noting (%)	Learning Motivation (%)	Memory (%)	Holding Tests (%)	Health (%)
More Times	28.2	31.5	20.8	28.6	29.5	23.6	26.7	19.8
Sometimes	48.1	54	61.2	46.2	56.3	59.9	51	65.8
Rarely or Never	22.2	13.8	19.5	24.5	14.8	16.3	24.4	16.8
Undetermined	4.7	4.8	0.8	4.8	0	1.6	0	0
Total	100%	100%	100%	100%	100%	100%	100%	100%

Table 4: Students' comments on the effect of research main effects study habits.

Discussion and Conclusion

The results indicate that students' anxiety is mild. Hashemi et al. measured the level of anxiety and its causes in medical students and showed that the most anxiety of the exam was due to the long duration of the exam, lack of physical activity and large volume of courses.[9] Latas et al investigated exam anxiety in Belgrade medical students and found that students had a moderate degree of exam anxiety and female students had significantly higher exam anxiety than men.[11] Also, the findings of this research showed that the study habits of the studied students were relatively favorable and average. Abazari et al. evaluated the study habits of the students of Zahedan University of Medical Sciences as average.[12] Also, in a research conducted on dental students of Kerman University of Medical Sciences, Torabi et al. He evaluated the students' reading habits as average.[13] Al Madar et al. also evaluated the study habits of students of Rafsanjan University of Medical Sciences as average.[14] Noorian and colleagues have also evaluated the study habits of Zanjan University of Medical Sciences students as average.[15]

Exam anxiety is not a new category and has always been one of the problems of the educational system. Since test anxiety is a multifactorial phenomenon and various factors influence its development and persistence, it may be possible to find methods that actively reduce test anxiety and help students learn to manage anxiety effectively through student teamwork. which is a challenging task helped. Study habits and skills are one of the most important factors affecting academic progress in students. Substituting effective reading skills and helpful study habits by minimizing test anxiety is highly effective in better learning and teaching. The limitations of this study include the mental state of the person when completing the questionnaire, time and truthfulness in answering and correct self-understanding, as well as students' lack of acceptance to complete the questionnaires due to the length of the questions.

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