

Research Article

A STUDY TO ASSESS THE EFFECTIVENESS OF BIBLIOTHERAPY ON TEST ANXIETY REDUCTION AMONG B.SC. NURSING STUDENTS OF SELECTED NURSING COLLEGE AT TUMKUR

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ABSTRACT

Objectives: 1.To assess the pre-test level of test anxiety among B.Sc. Nursing students.2.To assess the effectiveness of Bibliotherapy on test anxiety among B.Sc. Nursing Students. 3.To associate the pre-test level of test anxiety with selected demographic variables among B.Sc. nursing students. **Methodology:** The research design of the study was pre –experimental one group pre-test and post test design .The sample consists of 30 1st year Bsc nursing students Sri Ramana Maharshi college of Nursing, Tumakuru, Purposive sampling technique was used for the present study, the post test was conducted after 7 days of intervention by using same questionnaire. the data obtained was analysed by using descriptive and inferential statistics. **Results:** The shows that the levels of Anxiety at Pre-Test and Post-Test among Samples. During Pre-Test, majority 16 (53.66%) had Moderate Anxiety reduction followed by 12 (40%) had Low Anxiety reduction while 02 (06.66%) had High Anxiety reduction among B.Sc Nursing students from selected Nursing colleges of the city. During Post-Test, majority 13 (43.33%) had High Anxiety reduction followed by 12 (40%) had Moderate Anxiety reduction while 05 (16.66%) had Low Anxiety reduction among Nursing students from selected Nursing colleges of the city. **Conclusion:** This study concludes that bibliotherapy plays a major role in reducing the level of test anxiety among the first year B.Sc. nursing students. It would help the students to adopt better coping mechanisms in order to live an effective life in future.

Keywords: Effectiveness; Bibliotherapy; Test anxiety; B.Sc. nursing students.

INTRODUCTION

Anxiety disorders are among the most prevalent childhood psychological disorders experienced by 10 to 21% of children today (Ford, Goodman, & Meltzer, 2003; Costello, Mustillo, Erkanli, Keeler, & Angold, 2003). They are considered to be one of the most common and wide-spreading mental illnesses, with approximately 40 million adults, worldwide, age 18 and older, suffering from cases of excessive or overbearing levels. With its frequency and the potential for multiple negative consequences, anxiety disorders have been named "one of the greatest health problems in terms of global burden of disease" (Murray & Lopez, 1996).¹

As early as 1970, literature reported stress and anxiety as interrupting learning among nursing students in a clinical learning environment. It is disappointing that despite the large body of evidence regarding the stressful demands on nursing students little has been done by clinical nursing faculty to attempt to reduce student anxiety in clinical settings. As healthcare technology continues to advance each year, the clinical setting for nursing students becomes even more stressful. Clinical experiences are also more demanding due to nursing shortage, students having no prior healthcare training, and more acutely ill hospitalized patients (Sprenkel & Job, 2004). There are common themes found in literature regarding anxiety in nursing students. When asked about common sources of anxiety students most often mention:-first experiences at a new clinical site, fear of making mistakes, concerns about performing clinical skills and using hospital equipment, angst about faculty evaluating skills, and lack of support of nursing personal. Students also find it difficult to close the

gap from theory to practice. Anxiety can increase if there is a theory gap which is defined as an inconsistency between what is taught in the classroom and what is with multiple hospital sites to help reduce the amount of clinical orientation and to decrease student anxiety. Peer mentoring. The second strategy discovered through the literature review is to reduce clinical anxiety through peer mentoring.²

NEED FOR THE STUDY

Students cannot escape from the responsibility of tomorrow by evading it today; their only responsibility is the achievement of academic perfection. However, students face problems during their examinations. Test anxiety is a major psychological problem among students. Test anxiety has been overwhelmingly identified as a two-factor construct, consisting of the cognitive (often referred to as "worry") and emotional (or affective) components. Anxiety is a general feeling of apprehension about possible danger. It is an alerting signal; it warns of threat, external or internal, and it is probably lifesaving. Anxiety initiates person to take necessary steps to prevent threat or at least to lessen its consequences⁶.

Severe anxiety is marked by a significant reduction in the perceptual field. In stressful situations, such as before and during an exam, the body releases a hormone called adrenaline. This helps prepare the body to deal with what is about to happen and is commonly referred to as the "fight-or-flight" response. Essentially, this response prepares you to either stay and deal with the stress or escape the situation entirely. In a lot of cases, this adrenaline rush is actually a good thing. It helps prepare you to deal effectively with stressful situations, ensuring that you are alert and ready⁷.

Test anxiety prevents students from demonstrating their knowledge on examinations. Countless students are frustrated by the fact that they do great on all their assignments and then when it comes to their

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tests, they blow it. They are frustrated, discouraged and beat themselves instead of understanding that this is a common phenomenon that can be overcome. Many alternative modalities are available to reduce test anxiety. One technique that could be used to reduce this problem is bibliotherapy. Bibliotherapy was found to be an effective treatment in certain instances. First, it was found to be most effective with individuals whose mental health issues are minimal to moderate in severity. Second, bibliotherapy is most effective in combination with other treatments.

Nursing programs have been cited as being among the most stressful undergraduate programs. Students' knowledge and skills are consistently tested and monitored, and students may fail a course or be dropped from their nursing program if scores are not above a certain standard. Anxiety reactions are common to situations.

Perceived as threatening; however, excessive anxiety may paralyze an individual and interfere with effective learning, functioning, and testing. Numerous studies have found increased anxiety causes physiological changes including increased respirations and heart rate and decreased peripheral skin temperature. According to American Test Anxiety Association the majority of student's report being more stressed by tests and by schoolwork than by anything else in their lives. About 16 to 20% of students have high test anxiety, making this the most prevalent scholastic impairment in our schools today. Another 18% are troubled by moderately-high test anxiety.

THE STUDY OBJECTIVES

1. To assess the pre-test level of Anxiety regarding among B.Sc Nursing students.
2. To assess the effectiveness of Bibliotherapy on Anxiety among B.Sc Nursing students.
3. To find out the association between the Pre-test levels of test Anxiety with selected demographic variables among B.Sc Nursing Students.

METHODOLOGY

The research design of the study was pre –experimental one group pre-test and post test design .The sample consists of 30 1st Bsc nursing students Sri Ramana Maharshi college of Nursing, Tumakuru, A purposive sampling technique was used for the present study ,the post test was conducted after 7 days of intervention by using same questionnaire. The data obtained was analysed by using descriptive and inferential statistics.

RESULTS

SECTION-I: SOCIODEMOGRAPHIC VARIABLES

Table No 1: Frequency and Percentage distribution of Samples according to their Demographic variables

N=30

Sl. No	Demographic variables	Samples	
		Frequency	Percentage (%)
1.	Age		
	a. 17Yrs	00	00
	b. 18Yrs	15	50
	c. 19Yrs	12	40
	d. 20 Yrs and above	03	10
2	Gender		
	a. Male	13	43.33
	b. Female	17	56.66

3.	Residence		
	a. Urban	17	56.66
	b. Rural	13	43.33
4	Education status of Father		
	a. No Formal Education	07	23.33
	b. Primary Education	08	26.66
	c. Secondary Education	08	26.66
	d. Graduate	05	16.66
	e. Post-Graduate	02	06.66
5.	Education status of Mother		
	a. No Formal Education	09	30.00
	b. Primary Education	04	13.33
	c. Secondary Education	12	40.00
	d. Graduate	05	16.66
	e. Post-Graduate	00	00.00
6.	Occupation of Father		
	a. Govt. Employee	08	26.66
	b. Private Employee	04	13.33
	c. Agriculture	07	23.33
	d. Others	11	36.66
7.	Occupation of Mother		
	a. Govt. Employee	02	06.66
	b. Agriculture	01	03.33
	c. House-Wife	04	13.33
	d. Others	23	76.66
8.	Family's Monthly Income		
	a. Less than Rs 10,000	03	10.00
	b. Rs 10,001 to Rs 15,000	05	16.66
	c. Rs15,001 to Rs 20,000	10	33.33
	d. Rs 20,001 and above	12	40.00
9.	Hobby of reading books		
	a. Yes	19	63.33
	b. No	11	36.66
10.	Previous Knowledge regarding bibliotherapy		
	a. Yes	03	10.00
	b. No	27	90.00

Table.-2: Mean Standard Deviation, Median, and Range of B.Sc Nursing student's Anxiety scores.

n= 30

Group	Pre-Test		Post-Test	
	Mea n	SD	Media n	Rang e
Anxiety Scores of Samples	11.60	±4.414	11	04 - 23
	18.26	±06.285	19	06 - 28

The data presented in Table 2 shows the Anxiety scores of Samples, during Pre-test the Anxiety scores ranged from **04-23** with Mean **11.60**, Median **11** with Standard deviation **±04.414**, after Post-Test the Anxiety scores ranged from **06 – 28** with Mean **18.26**, Median **19** and Standard deviation was **±06.285**.

C) Comparison of the Levels of Test Anxiety scores among Samples before and After Intervention.

In order find the levels of Anxiety among B.Sc Nursing students from selected Nursing Colleges from city, the data is collected and tabulated below.

Table – 3: Frequency, percentage distribution of Samples according to levels of Knowledge

n=30

Groups	Low Anxiety Reduction	Moderate Anxiety Reduction	High Anxiety Reduction
	f (%)	f(%)	f(%)
Pre-Test	12 (40 %)	16 (53.66 %)	02 (06.66 %)
Post-Test	05 (16.66 %)	12 (40 %)	13 (43.33 %)

The data presented in the table - 03 shows that the levels of Anxiety at Pre-Test and Post-Test among Samples. During Pre-Test, majority 16 (53.66%) had Moderate Anxiety reduction followed by 12 (40%) had Low Anxiety reduction while 02 (06.66%) had High Anxiety reduction among B.Sc Nursing students from selected Nursing colleges of the city.

During Post-Test, majority 13 (43.33%) had High Anxiety reduction followed by 12 (40%) had Moderate Anxiety reduction while 05 (16.66%) had Low Anxiety reduction among Nursing students from selected Nursing colleges of the city.

Section 2: Inferential Statistics

a). Findings related to the effect of Bibliotherapy on Anxiety reduction levels among B.Sc. Nursing students from selected Nursing colleges of the City.

In order to find the significant difference in anxiety reduction scores among B.Sc Nursing students before and after Bibliotherapy on Anxiety reduction, Paired t-test was computed, the findings are as follows. The following Hypotheses were stated.

H1: There is significant difference between the mean pre-test of test anxiety and mean post-test level of test anxiety among first year B.Sc Nursing students.

Table No – 04

N = 30

Bibliotherapy	Mean	Std.Deviation	Std.Error Mean	't'	df	P-Value
Pre-test – Post-Test on Anxiety reduction of Samples	06.66	±05.903	01.0776	06.185	29	0.000

t'(29) = 1.699, P<0.05

The data presented in table.no-04 shows the Bibliotherapy on Anxiety reduction, the Mean score was **06.66** with standard deviation **±05.903** and standard error mean of **01.0776**, paired t-test was computed in order to find significant difference in mean scores before and after intervention, the calculated 't' was **06.185** which was higher than the table value ($t_{(29)} = 1.699$) and the P-value was lower than 0.05 indicating Bibliotherapy was successful in reducing the Anxiety among the samples. Hence Research Hypothesis is accepted and null hypothesis is rejected.

b). Findings related to association between the levels of Anxiety and selected demographic variables of samples among B.Sc Nursing students from selected Nursing colleges of the City.

To find out the association between the level of Anxiety reduction and selected personal variables, age, gender etc the findings of the study is tabulated below, the following Hypotheses is stated.

H2: There is significant association between pre-test levels of test anxiety with selected demographic variables among B.Sc first year nursing students.

DISCUSSION

In this study based on Pre-test results revealed that all subjects had moderate to high range level of test anxiety. Bibliotherapy was effective in reducing the test anxiety. The level of first year B.Sc. nursing students. The samples showed a significant reduction in the level of test anxiety after the intervention.

It is evident that bibliotherapy was highly effective in reducing the level of test anxiety in first year B.Sc. nursing students. Hence, it could be used in other anxiety disorders. This study and also provided suggestions for further studies. Researches must be encouraged and continued so that public is made aware of healing effects of literature. Many psychological problems can be prevented or minimized if people undergo therapeutic reading.

CONCLUSION

This study has shown that bibliotherapy plays a major role in reducing the level of test anxiety among the first year B.Sc. nursing students. It would help the students to adopt better coping mechanisms in order to live an effective life in future.

RECOMMEDATION

Recommended to conduct true experimental study comparative study can be under taken to find out the difference in knowledge among 1st year BSC nursing students in selected nursing colleges. A similar study can be done on large scale.

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