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EAST TENNESSEE STATE UNIVERSITY
COLLEGE OF NURSING
HONORS-IN-DISCIPLINE PROGRAM

Test Anxiety and Nursing Students

Brad Edward Moore

An Honors Thesis
submitted in partial fulfillment
of the requirements for the
University Honors-In-Discipline Program
East Tennessee State University
May 2013

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Signature of HID Author Date

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Signature of HID Mentor Date

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Abstract

Test anxiety has been a problem for many individuals not only in the workforce, but also in many schools and colleges (Driscoll, Evans, Ramsey & Wheeler 2009). According to Driscoll et al., when compared to high school students and the general public (17%), nursing students are shown to have over double (55-60%) the rate of moderately high to high test anxiety. Cognitive test anxiety can account for a 7 to 8% drop in test grades, which can drop test score's an entire letter grade (Cassady & Johnson, 2001). The purpose of this research is to explore the level of test anxiety in East Tennessee State University (ETSU) nursing students using the Cassady Cognitive Test Anxiety Scale. This study, "Test Anxiety and Nursing Students" was conducted at a Bachelor of Science in Nursing program for students at a large regional university. The Cassady Cognitive Test Anxiety Scale was administered to 220 nursing students one week prior to a major test at the end of the class period. All of the students completing the surveys volunteered to do so. After collection, data was analyzed using IBM Statistical Product and Service Solutions (SPSS) version 18.0.2. This study confirmed the findings of Driscoll et al. (2009) and Cassady et al. (2001), that nursing students have a higher occurrence of test anxiety. Intervention has the potential to improve test scores. This allows for ETSU students to have a better first-pass rate on the National Council Licensure Examination for Registered Nurses (NCLEX-RN) and improve student retention rates. In addition, it provides the opportunity for further research interventions to reduce test anxiety for nursing students.

Introduction

Anxiety is "a feeling of apprehension, uncertainty, or tension stemming from the anticipation of an imagined or unreal threat, sometimes manifested by tachycardia, palpitation, sweating, disturbed breathing, trembling, or even paralysis" (Blakiston's Gould Medical Dictionary, 4th edition, P. 98, 1979). There are various forms of anxiety, all having common emotional and physiological characteristics. "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. The predominant view of the relationship between these two factors suggests the cognitive component directly impacts performance, while the emotionality component is related but does not directly influence test performance." (Cassady, 2001). In other words, the more worry an individual has about a test, the less effective the test taker's ability becomes, consequently lessening test scores.

Test anxiety has been a problem for many individuals not only in the workforce, but also in many schools and colleges (Driscoll et al., 2009). Derived from the Westside Test Anxiety Scale, test anxiety is defined as impairments in concentration, memory, focus, physical health, emotions and individual potential. This form of anxiety tends to decrease many students' test taking abilities. Also, their ability to demonstrate knowledge of the subject being tested is decreased, resulting in decreased test scores and overall grades. Test anxiety occurs when the students acknowledge their performance is under examination (Marksman et al., 2010). Several meta-analyses (Ackerman & Heggestad, 1997; Hembree, 1988; Seipp, 1991) state that self-reported test anxiety correlates negatively with test performance (Bonaccio et al., 2011). This

has led to concerns that test anxiety might result in biased or inaccurate outcomes for the test takers (Bonaccio et al., 2011).

Nursing programs can be viewed as highly stressful settings. Nursing students are under pressure for taking various tests throughout their college and professional lives. Various styles of examinations and various types of questions within the examinations are also encountered. Nursing students are exposed to a variety of test questions/formats such as Clinical Course Evaluation (CCE) performances, clinical exams, "listening portions," "mark the spot" and "label the picture". In addition to a variety of written test formats, nursing students are also required to perform supervised nursing procedures with patients. In a recent study by Driscoll et al., 2009 it was shown that nursing students have nearly double the rate for moderately high to high test anxiety in comparison to the general public and high school students. Among high school students 17% were found to exhibit high test anxiety. Among the general population 17% also had high test anxiety. Nursing students have been found to be more test-anxious than other students in general (Evans et al., 2010). Nursing students had a combined moderately high to high test anxiety score of 56% using the Westside Test Anxiety Scale which is comparable to other scales used for test anxiety (Driscoll et al., 2009).

Cognitive test anxiety can impact a student's test grade by 7 – 8%. In addition to the many factors that predict an exam grade, 7 to 8% is very serious and may drop the score a full letter grade or more (Cassady & Johnson, 2001).

The purpose of this research is to explore the level of test anxiety in nursing students at a large regional university using the Cassady Cognitive Test Anxiety Scale. The research question is as follows: Do students in an undergraduate Bachelors of Science in Nursing program in

sophomore, junior, and senior classes at a large regional university experience cognitive test anxiety?

Review of Literature

Databases searched were PsycINFO, PsycARTICLES, CINHAL, Google Scholar and Nursing & Allied Health Collection: Comprehensive. This was done during the months of February, March, and April 2012. Studies published within the last five years that examined the relationship between test anxiety and nursing students were included. Key words used for the search were: test anxiety, exam anxiety, nursing students, and college students. The number of articles retrieved per database were: PsycINFO = 46; PsycARTICLES = 21; CINHAL = 120; Nursing & Allied health Collection: Comprehensive = 41; and Google Scholar = 53, which were limited to searching subjects only in the areas of biology, medicine and social sciences.

There is a common theme among most test anxiety research results that high cognitive test anxieties in students generally lead to lower test scores and a higher feeling of helplessness (Cassady, 2004). Not only does test anxiety lead to lower test scores, but it impacts a student's ability to learn and perform in test situations (Chavous, 2008). Anxiety treatment programs would help to decrease cognitive test anxiety and presumably raise cumulative test scores. High success rates have been reported in students completing these therapies, yet reports indicate poor participation and retention (Markman et al., 2010).

Bonnaccio et al. (2011) recently conducted a study involving 124 undergraduate students at a university in the United States. In this study, data concerning test anxiety was collected at two different time periods. First, the initial test anxiety scaling of the population was distributed. Second, information was gathered on test performance and how much the anxiety increased or

decreased the test scores. The study concluded that anxiety treatment would decrease test anxiety, therefore increasing test scores.

Test anxiety has been assessed in a prior study using three phases: test preparation, performance, and reflection phase(s). Analysis of the data from these three phases indicated that having test anxiety affects one's ability to perform effectively on test situations, deters the student's ability to prepare for a test and study the prepared material to perform well in a test situation. Each phase of the study produced its own findings. The preparation phase concluded that students with high -cognitive test anxiety reported low study skills, rated tests more threatening, and prepared less effective notes for taking tests. The performance phase revealed that the high-anxiety group performed worse on tests and reported high emotional stress. The reflection phase showed a relationship between cognitive test anxiety and feelings of helplessness. This study concludes that test anxiety occurred across all three phases (Cassady, 2004).

By looking at whether test anxiety scores needed to be evaluated prior to every test in a semester or if it was valid to do before only one exam, Cassady (2001) was also able to identify the stability of test anxiety throughout a semester. Undergraduate psychology students were sampled (n=64). The participants completed the study instruments during one semester and no more than seven days before they took a course exam. Time was variable due to students' schedules. The scales were completed in groups and within the course classroom. The results demonstrated that it is not important to gather test anxiety data prior to every single evaluative test, but prior to any test (Cassady, 2001). This shows that test anxiety, without help or treatment, will remain with and hinder a student with test anxiety at any time throughout a particular semester.

Markman et al. (2010) describe that test anxiety peaks at higher educational levels during both study time and testing. Students at higher educational levels, who study on their own, can begin to feel test anxiety prior to being tested and even before test announcements are made. The authors' study concludes that there may be factors associated with social stigma, time, place, cost and mental obstacles in seeking therapy for decreasing test anxiety. Out of the reasons mentioned, physical reasons alone (cost, time, and place) accounted for 57% of the reasons for not seeking treatment.

Research supports a two part construct related to test anxiety and the effects of test anxiety on students. The two parts are whether it is the test anxiety causing the poor grades, or the poor grades causing the test anxiety. This has led to two models: the interference model and the skill deficit model. The interference model is as it says:; students with high test anxiety are plagued by worry and discomfort that interferes with their test taking ability. The skill deficit model is the opposite, stating that high test anxiety in students results from being poorly prepared for an examination (Chavous, 2008).

Test anxiety has increased in the early 2000's and is likely to continue to increase due to the increased emphasis on testing in schools, which in turn remains a concern for not only students, but educators (Chavous, 2008). Test anxiety is a staple in students' poor test grades and poor preparation techniques. It is of utmost importance for those students with moderate-high test anxiety to be able to have test anxiety desensitization or study counseling. Test anxiety reduction programs generally result in better GPA (grade point average) and test performances. Interventions that focus on study skills and test taking skills, combined with a form of anxiety reduction therapy, will likely raise test performances in students (Chavous, 2008). These methods could help reduce test anxiety and raise test scores, help students adapt coping skills,

develop better test preparation, and have an overall better orientation to courses and materials (Cassady, 2004).

Method

The design used for this study was a primary descriptive analysis of data using a cross-sectional survey. Approval to conduct these surveys was granted by the Institutional Review Board (IRB).

Sample

The population for the study consisted of sophomore, junior, and senior nursing students in an undergraduate baccalaureate nursing program at a large regional university. The population of interest was all students in the sophomore, junior, and senior BSN classes. These classes were all separate and none overlapped one another. Therefore no student could have been surveyed more than once.

The convenience sample was selected with assistance of the Office of Student Services by obtaining a list of sophomore, junior and senior students. The students present in class at the time of the distribution of the Cognitive Test Anxiety Scale were those sampled. Participation in the survey was voluntary.

Instruments

The primary data collection instrument for this study was the Cassady Cognitive Test Anxiety Scale, found in Appendix 1. This scale was used by permission of author Dr. Jerrell C. Cassady, Department of Educational Psychology, Ball State University, Muncie, Indiana. The 27-item scale is generally completed by undergraduate students in 8 to 15 minutes. This scale is a reliable ($r = 0.88$) and valid measure of the primary factor of cognitive test anxiety related to performance (Cassady, 2001). The Cassady Cognitive Test Anxiety Scale is focused solely on the cognitive domain of test anxiety, otherwise referred to as worry (Cassady, 2001).

Scoring

The Cassady Cognitive Test Anxiety Scale is scored first by totaling all respondents' totals. Items were recorded to produce consistency in the scale so that high values reflect high cognitive test anxiety scores. Possible test scores range from 27-108. An answer of (A) on the scale will render one point, (B) will render two points, (C) will render three points, and (D) will render four points. The totals represent the text anxiety level under which each participant falls. There are three levels of cognitive test anxiety from Cassady's Scale. Each level has numerical variances which are as follows: Low test anxiety = 27-61; moderate test anxiety = 62-71; and high test anxiety = >72.

Data Collection

The Cassady Cognitive Test Anxiety Scale via paper copy was distributed to a convenience sample of 53 sophomore, 76 junior and 77 senior nursing students in the fall of 2012 within seven days prior to a major exam in a required didactic course. Four classes were surveyed. Communication about survey times was done via email between the class professors and the main investigator. Classes in which the professors allowed the surveys to be handed out, were the classes surveyed. Students voluntarily completed the surveys at the end of class. Information about the study was announced personally by going to the selected classes and encouraging student participation. Assistance was given by the College of Nursing Research Center for use of software for data analysis.

Data Analysis

Survey responses were entered into an Excel spreadsheet for grouping purposes. Data was checked for input errors and corrected. IBM Statistical Product and Service Solutions (SPSS) version 20.0 was used to analyze the data after being transferred from the Excel

spreadsheet. Analysis of variance (ANOVA) was used to analyze the difference between group means and to compare the significance between those groups (sophomore, junior and senior). Statistical analysis system (SAS) 9.2 was used to write the commands for ANOVA to compare the groups.

Results

Two hundred and twenty students completed the Cassady Cognitive Test Anxiety Scale. The x-axis represents the Cassady Cognitive Test Anxiety Score. The y-axis represents the number of participants that voluntarily took the survey.

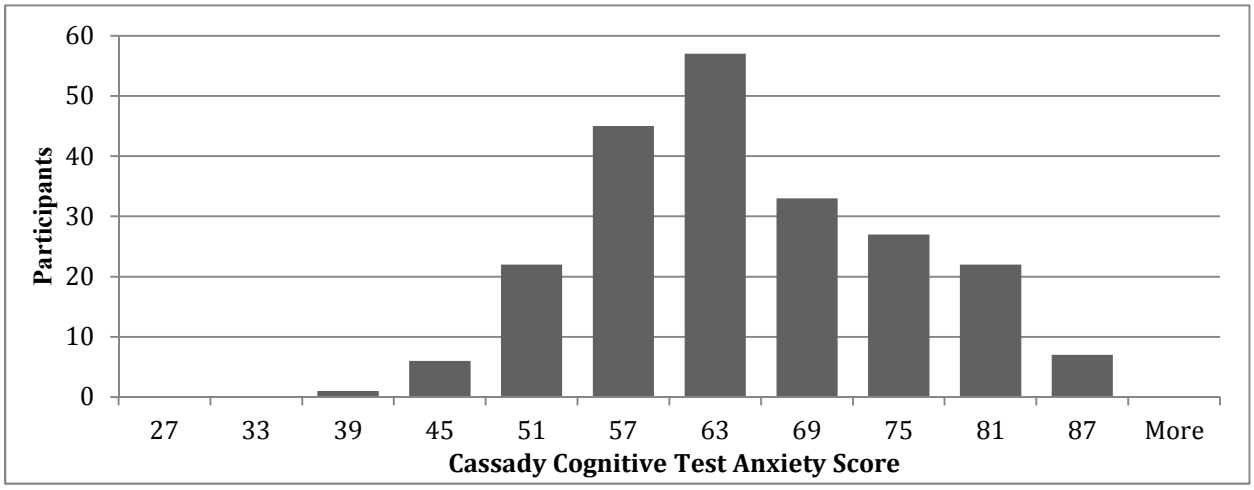

Table1: Distribution of test anxiety level across all nursing students surveyed as determined by the Cassady Cognitive Test Anxiety Scale. Mean=62.2, Standard deviation=9.8, n=220

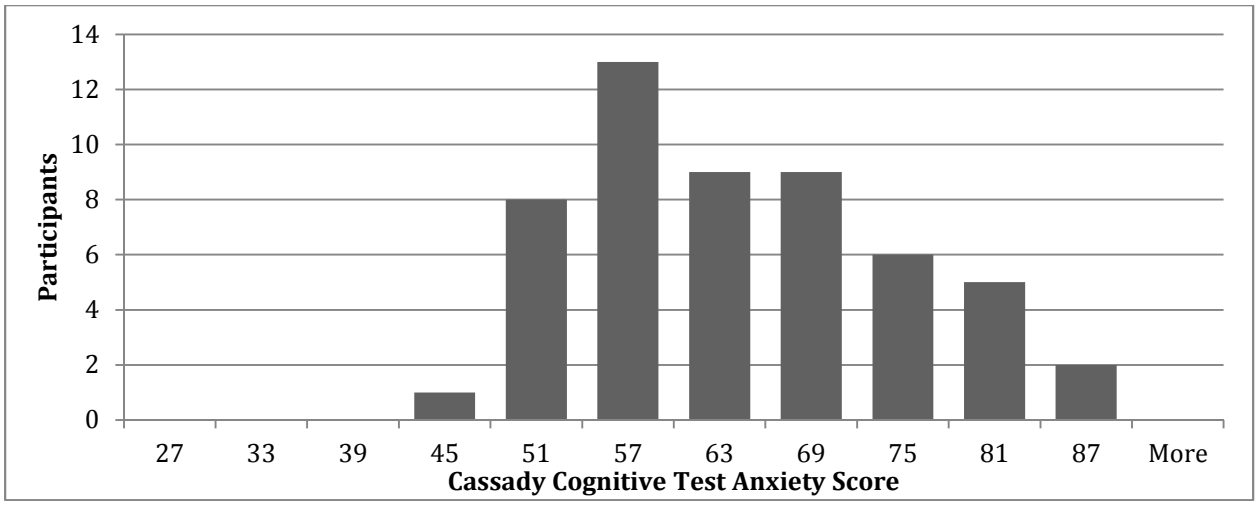

Table 2. Distribution of test anxiety level in sophomore level nursing students as determined by the Cassady Cognitive Test Anxiety Scale. Mean=62, Standard deviation=10.4, n=53

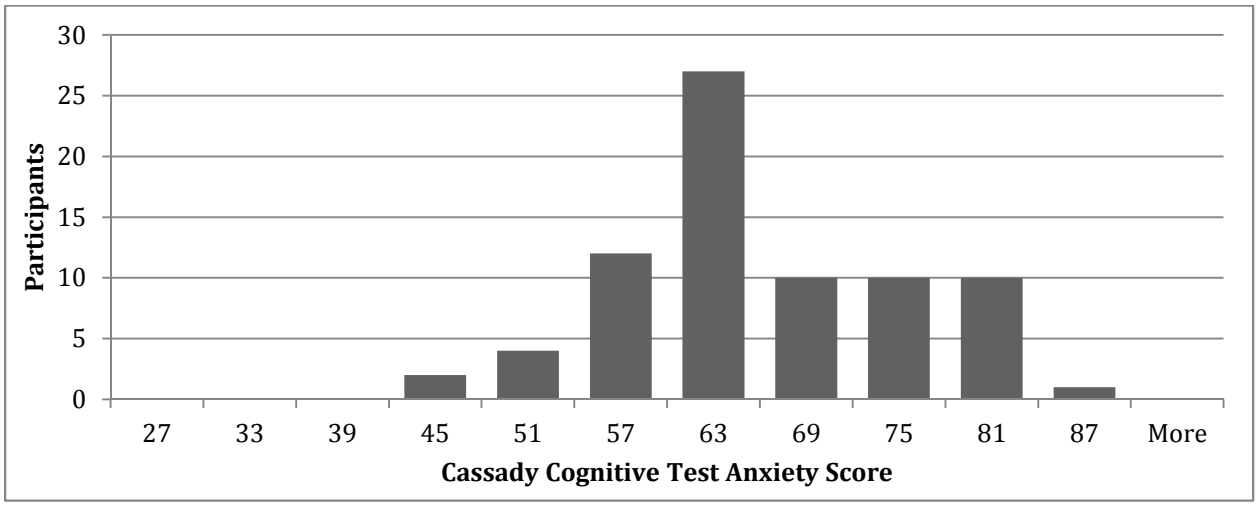

Table 3. Distribution of test anxiety level in junior level nursing students as determined by the Cassady Cognitive Test Anxiety Scale. Mean=64, Standard deviation=9.1, n=76

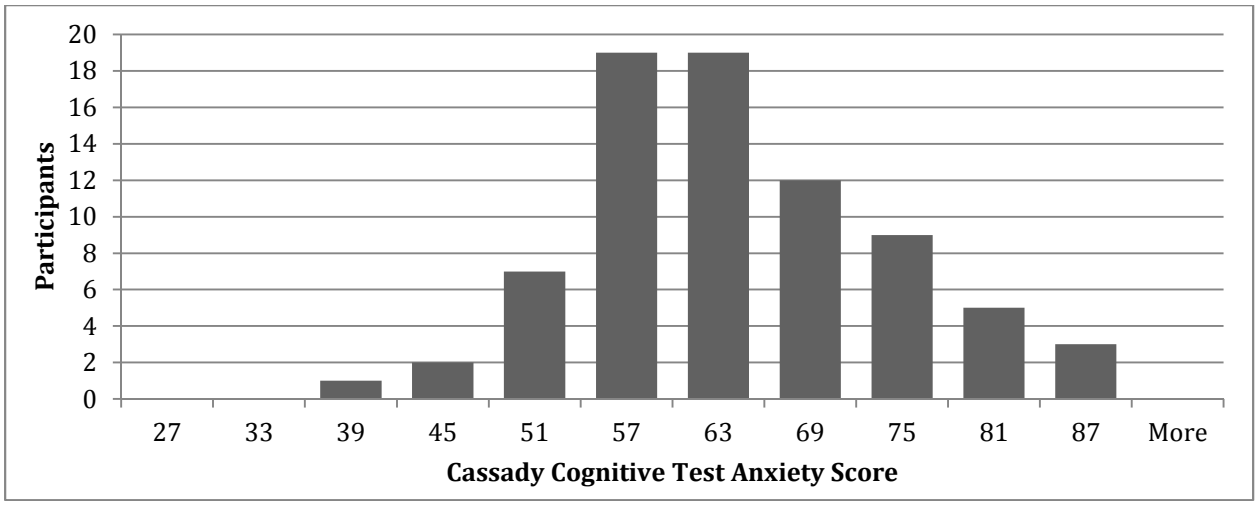

Table 4. Distribution of test anxiety level in senior level nursing students as determined by the Cassady Cognitive Test Anxiety Scale. Mean=62, Standard deviation=9.7, n=77

Discussion

Using the Cassady Cognitive Test Anxiety Scale, this study was able to show that nursing students at a large regional university exhibit moderate test anxiety. Of the 220 participants, 100 fell into the low test anxiety group and 120 fell into the moderate-high cognitive test anxiety group. Therefore 55% of nursing students surveyed exhibited cognitive test anxiety. The current study correlates with other studies of test anxiety in nursing students.

These findings show that more than half of nursing students who were surveyed show moderate to high cognitive test anxiety and that intervention is needed to reduce the numbers and increase grade point averages. Similar studies show that when test anxiety scales are given to high school students and the general populations, as well as nursing students, nursing students have higher test anxiety levels. The current study is congruent in showing the same statistics as other published and valid studies. Also, studies show test scores drop significantly with moderate to high test anxiety. These findings are tied in to college retention rates, probation, and monetary losses.

Limitations

Originally, the study was designed for participants to include all classes available in the sophomore, junior and senior classes. Due to certain class schedules, conflicts, meeting times, tests and personal sick days, this was impossible to obtain. Also, using technological communication hindered the process such that some emails were placed in spam bins instead of inbox lists, which prohibited the survey of two classes which consisted of approximately eighty students. Furthermore, students that participated were given the surveys at the end of each class period. Some students rushed to complete the surveys, some of the surveys were not completed and some students decided not to participate. The convenience sample prohibits generalizing the results to other groups, although the findings are consistent with previous research findings and add support to the premise that test anxiety is high among nursing students.

Conclusion

I am interested in this field of study for future job opportunities and for the implications this study can have on the College of Nursing (CoN) at East Tennessee State University (ETSU) and across the educational system. The point of this study is to identify if students experience test anxiety. After the level of test anxiety is identified, intervention for those students can be planned and offered. With this information the College of Nursing at East Tennessee State University might support interventions for test anxiety.

In the State of Tennessee, a nursing program must have an 85% first-pass rate for graduating students taking the NCLEX-RN (National Council Licensure Examination-Registered Nursing) national certification examination for nursing licensure. If this rate is not maintained, the nursing program is placed on probation. The State of Tennessee emphasizes retention of students in state colleges through graduation. There are financial consequences for a poor

retention rate of students. Test anxiety is correlated with grade point averages, test score, first-pass rate for NCLEX-RN examinations and most importantly the financial consequences and retention rates for school that have a high group of students exhibiting test anxiety.

To avoid monetary losses, probation, decreased grade point averages, retention rates and failing first-pass rates for NCLEX-RN examinations, intervention is needed at the CoN at ETSU. This intervention can be administered online, in class rooms, on a compact disk (CD) or offered through student services to those that wish to participate. A voluntary intervention plan will increase all the above mentioned and show that the university surveyed takes pride in making sure their students maintain and achieve at a high standard.

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(Evans, Ramsey & Driscoll 2010).

Appendix

I lose sleep over worrying about examinations.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A-Not at all typical for me	34	15.5	15.5	15.5
	B-Only somewhat typical of me	69	31.4	31.4	46.8
	C-Quite typical of me	60	27.3	27.3	74.1
	D-Very typical of me	57	25.9	25.9	100.0
	Total	220	100.0	100.0	

While taking an important examination, I find myself wondering whether the other students are doing better than I am.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A-Not at all typical for me	47	21.4	21.4	21.4
	B-Only somewhat typical of me	83	37.7	37.7	59.1
	C-Quite typical of me	45	20.5	20.5	79.5
	D-Very typical of me	45	20.5	20.5	100.0
	Total	220	100.0	100.0	

I have less difficulty than the average college student in getting test instructions straight.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A-Not at all typical for me	43	19.5	19.7	19.7
	B-Only somewhat typical of me	64	29.1	29.4	49.1
	C-Quite typical of me	66	30.0	30.3	79.4
	D-Very typical of me	45	20.5	20.6	100.0
	Total	218	99.1	100.0	
Missing	-99	2	.9		
Total		220	100.0		

I tend to freeze up on things like intelligence tests and final exams.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A-Not at all typical for me	46	20.9	20.9	20.9
	B-Only somewhat typical of me	78	35.5	35.5	56.4
	C-Quite typical of me	52	23.6	23.6	80.0
	D-Very typical of me	44	20.0	20.0	100.0
	Total	220	100.0	100.0	

I am less nervous about tests than the average college student.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A-Not at all typical for me	90	40.9	40.9	40.9
	B-Only somewhat typical of me	59	26.8	26.8	67.7
	C-Quite typical of me	48	21.8	21.8	89.5
	D-Very typical of me	23	10.5	10.5	100.0
	Total	220	100.0	100.0	

During tests, I find myself thinking of the consequences of failing.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A-Not at all typical for me	44	20.0	20.0	20.0
	B-Only somewhat typical of me	66	30.0	30.0	50.0
	C-Quite typical of me	50	22.7	22.7	72.7
	D-Very typical of me	60	27.3	27.3	100.0
	Total	220	100.0	100.0	

At the beginning of a test, I am so nervous that I often can't think straight.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A-Not at all typical for me	53	24.1	24.1	24.1
	B-Only somewhat typical of me	78	35.5	35.5	59.5
	C-Quite typical of me	45	20.5	20.5	80.0
	D-Very typical of me	44	20.0	20.0	100.0
	Total	220	100.0	100.0	

The prospect of taking a test in one of my courses would not cause me to worry.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A-Not at all typical for me	97	44.1	44.1	44.1
	B-Only somewhat typical of me	74	33.6	33.6	77.7
	C-Quite typical of me	39	17.7	17.7	95.5
	D-Very typical of me	10	4.5	4.5	100.0
	Total	220	100.0	100.0	

I am calmer in test situations than the average college student.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A-Not at all typical for me	76	34.5	34.9	34.9
	B-Only somewhat typical of me	74	33.6	33.9	68.8
	C-Quite typical of me	47	21.4	21.6	90.4
	D-Very typical of me	21	9.5	9.6	100.0
	Total	218	99.1	100.0	
Missing	-99	2	.9		
Total		220	100.0		

I have less difficulty than the average college student in learning assigned chapters in textbooks.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A-Not at all typical for me	52	23.6	23.9	23.9
	B-Only somewhat typical of me	86	39.1	39.4	63.3
	C-Quite typical of me	59	26.8	27.1	90.4
	D-Very typical of me	21	9.5	9.6	100.0
	Total	218	99.1	100.0	
Missing	-99	2	.9		
Total		220	100.0		

My mind goes blank when I am pressured for an answer on a test.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A-Not at all typical for me	32	14.5	14.7	14.7
	B-Only somewhat typical of me	87	39.5	40.1	54.8
	C-Quite typical of me	51	23.2	23.5	78.3
	D-Very typical of me	47	21.4	21.7	100.0
	Total	217	98.6	100.0	
Missing	-99	3	1.4		
Total		220	100.0		

Druing tests, the thought frequently occurs to me that I may not be too bright.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A-Not at all typical for me	100	45.5	45.9	45.9
	B-Only somewhat typical of me	58	26.4	26.6	72.5
	C-Quite typical of me	39	17.7	17.9	90.4
	D-Very typical of me	21	9.5	9.6	100.0
	Total	218	99.1	100.0	
Missing	-99	2	.9		
Total		220	100.0		

I do well in speed test in which there are time limits.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A-Not at all typical for me	116	52.7	53.2	53.2
	B-Only somewhat typical of me	51	23.2	23.4	76.6
	C-Quite typical of me	34	15.5	15.6	92.2
	D-Very typical of me	17	7.7	7.8	100.0
	Total	218	99.1	100.0	
Missing	-99	2	.9		
Total		220	100.0		

During a course examination, I get so nervous that I forget facts I already know.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A-Not at all typical for me	45	20.5	20.6	20.6
	B-Only somewhat typical of me	85	38.6	39.0	59.6
	C-Quite typical of me	44	20.0	20.2	79.8
	D-Very typical of me	44	20.0	20.2	100.0
	Total	218	99.1	100.0	
Missing	-99	2	.9		
Total		220	100.0		

After taking a test, I feel I could have done better than I actually did.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A-Not at all typical for me	17	7.7	7.8	7.8
	B-Only somewhat typical of me	53	24.1	24.3	32.1
	C-Quite typical of me	65	29.5	29.8	61.9
	D-Very typical of me	83	37.7	38.1	100.0
	Total	218	99.1	100.0	
Missing	-99	2	.9		
Total		220	100.0		

I worry more about doing well on tests than I should.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A-Not at all typical for me	20	9.1	9.2	9.2
	B-Only somewhat typical of me	53	24.1	24.3	33.5
	C-Quite typical of me	71	32.3	32.6	66.1
	D-Very typical of me	74	33.6	33.9	100.0
	Total	218	99.1	100.0	
Missing	-99	2	.9		
Total		220	100.0		

Before taking a test, I feel confident and relaxed.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A-Not at all typical for me	98	44.5	45.0	45.0
	B-Only somewhat typical of me	76	34.5	34.9	79.8
	C-Quite typical of me	29	13.2	13.3	93.1
	D-Very typical of me	15	6.8	6.9	100.0
	Total	218	99.1	100.0	
Missing	-99	2	.9		
Total		220	100.0		

While taking a test, I feel confident and relaxed.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A-Not at all typical for me	77	35.0	35.3	35.3
	B-Only somewhat typical of me	89	40.5	40.8	76.1
	C-Quite typical of me	37	16.8	17.0	93.1
	D-Very typical of me	15	6.8	6.9	100.0
	Total	218	99.1	100.0	
Missing	-99	2	.9		
Total		220	100.0		

During tests, i have the feeling that I am not doing well.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A-Not at all typical for me	20	9.1	9.1	9.1
	B-Only somewhat typical of me	95	43.2	43.2	52.3
	C-Quite typical of me	71	32.3	32.3	84.5
	D-Very typical of me	34	15.5	15.5	100.0
	Total	220	100.0	100.0	

When I take a test that is difficult, I feel defeated before I even start.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A-Not at all typical for me	48	21.8	21.8	21.8
	B-Only somewhat typical of me	84	38.2	38.2	60.0
	C-Quite typical of me	53	24.1	24.1	84.1
	D-Very typical of me	35	15.9	15.9	100.0
	Total	220	100.0	100.0	

Finding unexpected questions on a test causes me to feel challenged rather than panicky.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A-Not at all typical for me	79	35.9	36.2	36.2
	B-Only somewhat typical of me	80	36.4	36.7	72.9
	C-Quite typical of me	41	18.6	18.8	91.7
	D-Very typical of me	18	8.2	8.3	100.0
	Total	218	99.1	100.0	
Missing	-99	2	.9		
Total		220	100.0		

I am a poor test taker in the sense that my performance on a test does not show how much I really know about a topic.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A-Not at all typical for me	59	26.8	26.8	26.8
	B-Only somewhat typical of me	73	33.2	33.2	60.0
	C-Quite typical of me	44	20.0	20.0	80.0
	D-Very typical of me	44	20.0	20.0	100.0
	Total	220	100.0	100.0	

I am not good at taking tests.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A-Not at all typical for me	61	27.7	27.7	27.7
	B-Only somewhat typical of me	73	33.2	33.2	60.9
	C-Quite typical of me	49	22.3	22.3	83.2
	D-Very typical of me	37	16.8	16.8	100.0
	Total	220	100.0	100.0	

When I first get my copy of a test, it takes me a while to calm down to the point to where I can begin to think straight.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A-Not at all typical for me	84	38.2	38.5	38.5
	B-Only somewhat typical of me	53	24.1	24.3	62.8
	C-Quite typical of me	52	23.6	23.9	86.7
	D-Very typical of me	29	13.2	13.3	100.0
	Total	218	99.1	100.0	
Missing	-99	2	.9		
Total		220	100.0		

I feel under a lot of pressure to get good grades on tests.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A-Not at all typical for me	5	2.3	2.3	2.3
	B-Only somewhat typical of me	26	11.8	11.9	14.2
	C-Quite typical of me	71	32.3	32.4	46.6
	D-Very typical of me	117	53.2	53.4	100.0
	Total	219	99.5	100.0	
Missing	-99	1	.5		
Total		220	100.0		

I do not perform well on tests.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A-Not at all typical for me	78	35.5	35.5	35.5
	B-Only somewhat typical of me	89	40.5	40.5	75.9
	C-Quite typical of me	26	11.8	11.8	87.7
	D-Very typical of me	27	12.3	12.3	100.0
	Total	220	100.0	100.0	

When I take a test, my nervousness causes me to make careless errors.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A-Not at all typical for me	38	17.3	17.3	17.3
	B-Only somewhat typical of me	83	37.7	37.7	55.0
	C-Quite typical of me	43	19.5	19.5	74.5
	D-Very typical of me	56	25.5	25.5	100.0
	Total	220	100.0	100.0	

Cognitive Test Anxiety Scale

A = Not at all typical of me
B = Only somewhat typical of me
C = Quite typical of me
D = Very typical of me

Gender: Male Female

Year in Nursing School: Sophomore Junior Senior

1. I lose sleep over worrying about examinations.
   A B C D

2. While taking an important examination, I find myself wondering whether the other students are doing better than I am.
   A B C D

3. I have *less* difficulty the average college student in getting test instructions straight.
   A B C D

4. I tend to freeze up on things like intelligence tests and final exams.
   A B C D

5. I am less nervous about tests than the average college student.
   A B C D

6. During tests, I find myself thinking of the consequences of failing.
   A B C D

7. At the beginning of a test, I am so nervous that I often can't think straight.
   A B C D

8. The prospect of taking a test in one of my courses would *not* cause me to worry.
   A B C D

9. I am more calm in test situations than the average college student.
   A B C D

10. I have less difficulty than the average college student in learning assigned chapters in textbooks.
    A B C D

11. My mind goes blank when I am pressured for an answer on a test.
    A B C D

12. During tests, the thought frequently occurs to me that I may not be too bright.
    A B C D

13. I do well in speed tests in which there are time limits.
    A B C D

14. During a course examination, I get so nervous that I forget facts I already know.
    A B C D

15. After taking a test, I feel I could have done better than I actually did.
    A B C D

16. I worry more about doing well on tests that I should.
    A B C D

17. Before taking a test, I feel confident and relaxed.
    A B C D

18. While taking a test, I feel confident and related.
    A B C D

19. During tests, I have the feeling that I am not doing well.

A B C D

20. When I take a test that is difficult, I feel defeated before I even start.

A B C D

21. Finding unexpected questions on a test causes me to feel challenged rather than panicky.

A B C D

22. I am a poor test taker in the sense that my performance on a test does not show how much I really know about a topic.

A B C D

23. I am not good at taking tests.

A B C D

24. When I first get my copy of a test, it takes me a while to calm down to the point where I can begin to think straight.

A B C D

25. I feel under a lot of pressure to get good grades on tests.

A B C D

26. I do not perform well on tests.

A B C D

27. When I take a test, my nervousness causes me to make careless errors.

A B C D