



Under graduate students anxiety from prosthetic exam

بحث تقدم به الطلاب وهو جزء من متطلبات نيل شهادة البكالوريوس

في كلية طب الاسنان

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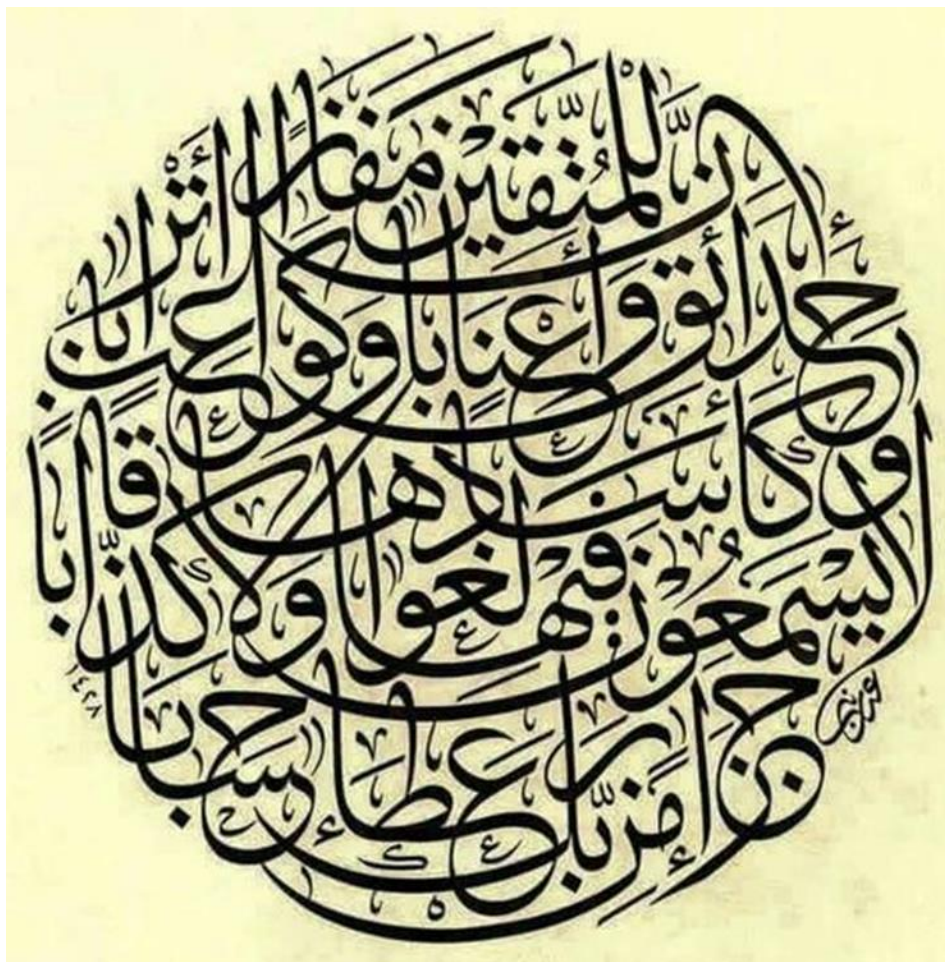
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الاهداء

الحمد لله وكفى والصلاة على الحبيب المصطفى واهله ومن وفى اما بعد :-

الحمد لله الذي وفقنا لتتمين هذه الخطوة في مسيرتنا ثمرة الجهد والنجاح
بفضله تعالى مهداة الى الوالدين الكريمين حفظهما الله .

لكل العائلة الكريمة التي لا تزال تساندني ...

الى رفقاء المشوار ...

اتقدم بالشكر الجزيل وعظيم الامتنان الى :

الدكتورة الفاضلة زينب الجمالي ...

الدكتورة انس الياسري ...

الدكتور ازاد المظفر ...

الشكر والتقدير

قال تعالى " من يشكر فإنما يشكر لنفسه "

احمد الله تعالى حمدا كثيرا طيبا مباركا ملئ السموات
والارض على ما اكرمني به من اتمام هذا البحث الذي ارجو
ان ينال رضاكم .

Abstract:

Prosthodontics is a challenging subject for dental students. This study explores the incidence of exam anxiety among prosthodontics students and the variables that moderate it.

To assess examination related anxiety among undergraduate dental students and to determine the factors contributing to exam anxiety. Stress because of exams cause exam anxiety, experiencing too much of the anxiety which can result in emotional and physical distress. Exam anxiety leads to cognitive symptoms like racing thoughts, fear going blank and difficulty in bringing out the memorized contents. Studies have found that there is evidence on the emotional distress in college students.

The aim of the study is to evaluate the level exam anxiety among undergraduate dental students. This study concludes that prior to the examination all the students are having exam anxiety. And this highlights the presence of exam anxiety among prosthodontics students as well as how that anxiety is influenced by gender, clinical courses, and the type of exam. And suggests that students should be taught strategies to improve their study,

life and time management skills in order to overcome exam anxiety. This study additionally suggests that improving success rates in dental school requires placing an increased focus in the curriculum on test competency and examination patterns.

Introduction:

Anxiety is your body's natural response to stress, It's a feeling of fear or apprehension about what's to come.[1]Test anxiety is a psychological condition in which people experience extreme distress and anxiety in testing situations.

While many people experience some degree of stress and anxiety before and during exams, test anxiety can actually impair learning and hurt test performance [2].

Test anxiety has psychological and behavioral concomitants, and that is experienced in formal testing or other evaluative situations'[3] According to Spielberger and Vagg, test anxiety is an element of general anxiety that interferes with performance in examinations and academic situations.

It was reported that an intelligent student can achieve lower scores in examinations because of test anxiety Test anxiety can cause students to feel nervous, worried, and fearful in evaluative situations and can affect their learning. In situations where the pressure is on and a good performance counts, people can become so anxious that they are actually unable to do their best.[4]

While people have the skills and knowledge to do very well in these situations, their excessive anxiety impairs their performance,The severity of test anxiety can vary considerably from one person to another, Some people might feel like they have "butterflies" in their stomach and while others might find it difficult to concentrate on the exam.

A little bit of nervousness can actually be helpful, making you feel mentally alert and ready to tackle the challenges presented in an exam, The Yerkes Dodson law suggests that there is a link between arousal levels and performance. Essentially, increased arousal levels can help you do better on

exams, but only up to a certain point. The anxiety you experience before an exam is one example of how the Yerkes-Dodson Law operates.

An optimal level of stress can help you focus on the test and remember the information that you studied, but too much test anxiety can impair your ability to concentrate and make it more difficult to remember the correct answers.[5]

Once these stress levels cross that line, the excessive anxiety you might be experiencing can actually interfere with test performance. Excessive fear can make it difficult to concentrate and you might struggle to recall things that you have studied.

This inability to concentrate and recall information then contributes to even more anxiety and stress, which only makes it that much harder to focus your attention on the test. [6]

Anxiety among dental students is an issue of major concern for dental educators. The dental school curriculum and atmosphere are known to be highly challenging, with demanding learning conditions.[7].

Psychological health enables students to recognize their capacities and to maintain a semblance of control over the ordinary pressures of learning.[8] Prosthodontics as a discipline occupies a major portion of the dental school curriculum, and it is generally accepted that prescribing, designing and fabricating dental prostheses are complex and difficult processes.

In addition, prosthodontics is a challenging and demanding subject that requires a high level of skill, preparation and planning. [9] During our study on anxiety and the factors that contribute to its increase

The aim of the study :

This study highlights the presence of exam anxiety among prosthodontics students, as well as to see if the anxiety is affected on the degree of exam, also if the anxiety was influenced by gender.

Method:

A stratified sample of students (249) male while the female were (541) participants whose ages range from 19 to 23 years were enrolled in the study. Participants were pursuing their studies at the Faculty of Dentistry ,University of Babylon (the second, third, forth, and the fifth year) of undergraduate program.

Study participants had to be healthy, disease free, where included subjects were not under treatment with any drug or supplements during the examination period.

Exclusion criteria comprised individuals with cardiovascular diseases, subjects suffering from severe tachycardia, and other disorders such as diabetes and hypertension.

All participants signed an informed consent form prior to their participation, where a written and verbal explanation of the study protocol was provided. Subjects were coded using application number to confirm confidentiality and to avoid bias during analysis.

All of the students completed the Self-Rating Anxiety score (SAS) questionnaire at the first five minutes before open the paper of exam. The level of anxiety was evaluated by using Likert scale range from (1 mean strongly not anxious, 2 not anxious, 3 normal, 4 anxious, 5 strongly anxious).

The study protocol was approved by the institutional review board committee represented by the Council of the Faculty of Dentistry at the Babylon University.

The data was collected and analyzed using the descriptive statistics and comparisons made using the Chi-square test and level of significance was set at $P < 0.5$.

Result:

The result of this test data random distribution and the specimen number more than 25. A questionnaires were distributed among second to fifth year undergraduate dental students. A total of 790 questionnaires were distributed for students at written mid-terms exam .

The ages range from 19 to 23 years. Majority of the participants were (31.51%) male while the female participants were (68.49 %) as illustrated in figure 1.

Table (1) shows that the mean level of anxiety of all students was (3.63) which mean anxious, and mean of the degree of the exam was (15.6836), and there is correlation between student degree and anxiety level P value less than 0.05 (Kolmogorov-Smirnova).

According to Kandall'stau, there is correlation with same direction between degree and anxiety and the result less than 0.02 that mean the correlation weak.

Table (2) shows that the male degrees (16.4570) were higher than the female degrees (15.3321), and there is correlation between male and female degree ($p < 0.05$).

In the concept of anxiety; the degree of anxiety for male was normal , while for female was anxious (table 2).

The degree of the male and female equal variances not assumed so that lead to used Independent samples test.

Table (1): show the student degree and the student anxiety:

| DATA | Mean |
|------------------------|------------------|
| Student degree | 15.6836± 0.22360 |
| Student anxiety | 3.63± 0.042 |
| P value less than 0.05 | |

Table (2): show the correlation between male and female degree and anxiety :

| DATA | Mean |
|---------------|------------------|
| Male degree | 16.4570± 0.43980 |
| female degree | 15.3321± 0.25461 |
| Male stress | 3.22± 0.76 |

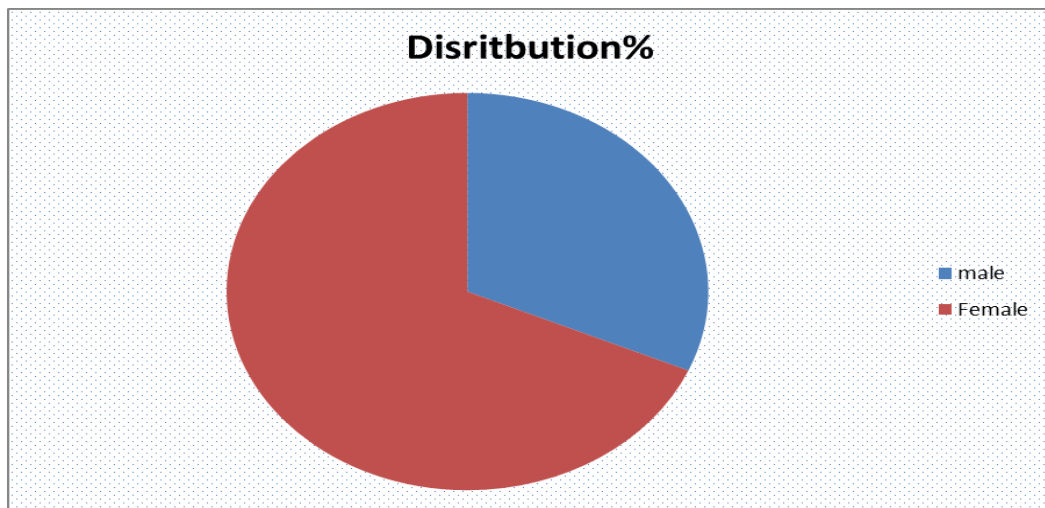


Figure (1): Distribution of male 31.51% and female 68.49% students

Discussion;

Exams are as a part of academic curriculum and are often tiresome and extremely stressful for the students. Anxiety is the emotional reaction that many of the students face before the exams which may interfere with their abilities to score marks [10].

Prosthodontics as a discipline occupies a major portion of the dental school curriculum, and it is generally accepted that prescribing, designing and fabricating dental prostheses are complex and difficult processes.

In addition, prosthodontics is a challenging and demanding subject that requires a high level of skill, preparation and planning[9], During our study on anxiety and the factors that contribute to its increase among dental students before their exam of prosthodontics because prosthodontics is a challenging subject for dental students.

Based on the results of this study, the results of data analysis suggested female students scored higher in the physiological anxiety and worry than male students due to women may be more likely to report their symptoms, Psychological differences also might help explain these gender gaps For example, men may be more likely to believe more in their personal control over the situation, a variable protective against anxiety disorders.

Men may experience more social pressure than women to face fears examination of the female hormones enhance the response to stress, which confers susceptibility to depression and anxiety [16,17].

Many researchers suggest that a little worry is good for students because it keeps them task oriented; however excessive worry on the other hand can be very debilitating and interferes with the results if not managed appropriately and the greater the anxiety, the greater the student's achievement, but this percentage is very weak, meaning that anxiety is not the main factor that affects the degree of student achievement. [14].

Conclusion;

The mean level of anxiety of all students was (3.63) which mean anxious, ,and there is correlation between student degree and anxiety level P value less than 0.05 According to Kandall'stau, there is weak correlation with same direction between degree and anxiety, the male degrees were higher than the female degrees, and there is correlation between male and female degree ($p < 0.05$), the degree of anxiety for male was normal , while for female was anxious, and The Significant relationships were found between anxiety and gender.

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