CORRELATIONAL ANALYSIS OF ACADEMIC STRESS WITH TEST ANXIETY AND GUIDED IMAGERY

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ABSTRACT

Academic stress is a mental distress induced by students due to excessive academic demand, often resulting in negative effect on student's mental and physical health, as well as their school performance. In this present piece of research ,correlational analysis was done to analyse relationship between Academic stress with test anxiety and guided mental imagery which was done with the help of using Bishtt Battery of Stress Scale, Betts Questionnaire upon Mental Imagery and Test Anxiety Inventory. For the purpose a total number of 300 students from class 9th-12th with the age range of 14-18 years were taken and most of the students belonged from urban area and nuclear families.The scores from the questionnaires were analysed and correlational analysis of Test anxiety and Guided Imagery was done with all the four dimensions of Academic stress i.e. Academic Conflict, Academic Anxiety, Academic Pressure and Academic Frustration.

Keywords: Academic conflict, Academic Anxiety, Academic Pressure, Academic Frustration, Test Anxiety, Guided Imagery

INTRODUCTION

Stress is any situation that evokes negative thoughts and feelings in a person, all people do not experience the same negative thoughts and feeling when stressed when students appraise their education as a challenge, stress can bring them a sense of competence and an increased capacity to learn. When education is seen as a threat, stress can elicit feelings of helplessness and sense of loss. Academic stress is mental distress induced by students appraisal of excessive academic demands (e.g. overloaded homework, examinations; Lee and Larson, 2000; Lou and Chi, 2000), often resulting in negative effect on students mental and physical health (Clark & Ricker, 1986, Felsten& Wilcox, 1992), as well as their school

performance (Struthers, Perry, Merec, 2000). Understanding what teacher is teaching, competing with other classmates fulfilling teacher's and parents academic expectation also lead to high levels of stress in students. Bisht (1989) defined academic stress as demand related to academics that tax or exceed available resources (internal or external) as cognitively appeared by academic frustration, academic conflict, academic pressure and academic anxiety. She has given the definition of 4 components of academic stress as follows : Academic frustration : It is a state caused by harm of some academic goals. Academic conflict : It is a result of two or more incompatible response tendencies to academic goals. Academic pressure : When student is under heavy demands of time and energy to meet academic goals. Academic anxiety : Apprehension of harm to some academic goals. Academic stress is a significant source of stress for many students (Hachin, 2003), covering not only examination but also other academically related stressors such as fear of logging behind in the homework, writing assignment, working on individual and group projects, time pressure, lack of financial support, concern about academic ability, scheduling classes and required motivation to study (Tyrrel, 1992). If a student is unable to cope effectively with academic stress, then serious psycho-social emotional health consequences may result (Scott, 2008). The symptoms of academic stress result in a particularly worrisome health concern. Not only adults are at risk for stress, the demands of modern life, even during grade school, have caused the appearance of this malady more and more frequently in children and teens, in which both endogenous and exogenous demands 2 interact to negatively influence the academic performance and achievement of the students. (e.g., Caldera, Pulido, &Martínez, 2007; Segredo, Veloso, & Rodríguez, 2004). Specialized literature indicates that academic stress has been studied in diverse university circles (Aselton, 2012; Berrío&Mazo, 2011), developing different focuses and models. One study analyzed the potential explanatory-predictive effect of daily stress on somatic symptomology of neuroticism (Santed, Sandín, Choron, &Olmedo 2000). Another study performed in Mexico by Preciado-Serrano and Vázquez-Goñi in 2010 explores the relationship between the stress profile and burnout in Mexican university students, using a statistical regression model in which the existence of a significant correlation is reported. Other studies are directly related to perception, life events and school activities (e.g., Díaz, 2010; Matheny et al., 2008; Matheny, Roque-Tovar, &Curlette, 2008; Pulido et al., 2011; Román, Ortiz, & Hernández, 2008), as well as academic strategies and school performance (e.g., Broc& Gil, 2008; Caldera et al., 2007; Díaz, 2010; Martínez, 2010; Sohail, 2013). These studies conclude that timely evaluations favor the application of efficient interventions in order to lower the stress levels, lower the associated worrisome thoughts and prevent the deterioration of performance of the students (Caldera et al., 2007)

The Indian school education system is textbook oriented that focuses on rote memorsation of lessons and demands long hours of systematic study everyday. The elaborate study routines that are expected by high school students span from morning till late evening hours, leaving very little time for socialization and recreation. (Mac George et al 2009) in their study shows that academic stress is associated with variety of negative health outcomes such as depression, anxiety and physical illness. They examined the capacity of supportive communication received from friends and family (Emotional and informational) to buffer the influence of academic stress on health. A study of Smith, Kenneth and Sinclair 1998) found 31% of 12 years and 25% of 11 years old student report symptoms of anxiety and depression and stress that fall outside the normal range. Significantly more females than males report these symptoms. Out of number of stress faced by adolescents and young adults, academic stress emerges as significant mental health problems in recent years (Rangaswamy, 1995). It has been estimated that 10% to 30% students experience academic related stress that affects their academic performance (Johnson, 1979), psychological adjustment along with their overall emotional and physical well being. Information load, high expectations, academic burden, unrealistic ambitions, limited 5 opportunities, high competitiveness are some sources which create tension, fear and anxiety are some sources of stress.

Correlational studies of Academic stress with Test Anxiety

Test anxiety is "the set of phenomenological, psychological, and behavioral responses that accompany concern about possible negative consequences or failure on an exam or similar evaluative situations" (Chapell, Blanding, Takahashi, Silverstein, Newman, Gubi, & McCann, 2005). Sansgiry and Sail (2006) defined test anxiety as the "reaction to stimuli that are associated with an individual‟s experience of testing or evaluative situations". Kirkland and Hollandsworth (1980) define test anxiety as "a constellation of behaviors that have a debilitating effect on academic performance". Thus, test anxiety may be defined as the nonproductive overt and covert behaviors that accompany test taking and test preparation. Many studies have shown that test anxiety is related to poor academic performance (Culler &Holahan, 1980; Dendato&Diener, 1986; Musch&Bröder, 1999; Wine, 1971; Wittmaier, 1972). Jerri Wine (1971) suggests that the performance difference between high and low test-anxious persons is due to loss of attentional focus during the task being performed. Low test-anxious persons are generally focused on task-relevant stimuli while performing tasks, while high test-anxious subjects focus on test-irrelevant stimuli. When a task requires full attention, splitting attention among stimuli that are irrelevant could interfere with performance (Wine, 1971). Ralph Culler and Charles Holahan (1980) replicated the finding of previous studies that had shown that test anxiety is associated with a significant decrease in grade point average. The researchers studied high test-anxious and low test-anxious college freshmen who were enrolled in an introductory psychology course. The researchers found significantly lower GPAs associated

with higher levels of anxiety. The researchers further found that students with poor academic records tend to have poor study skills, as well as higher levels of test anxiety. According to Morris and Liebert (1970), the cognitive, or worry, component and the emotional component are two distinctive components of test anxiety. Worry refers to cognitive concerns about test 10 performance (Morris & Liebert, 1970). Thoughts of, or worrying about, failing an examination and internal self-statements regarding self efficacy are elements of the worry component (Sansgiry& Sail, 2006). Morris and Liebert (1970) note that the worryemotionality distinction suggests that the physiological responses are indicators of the emotionality. These researchers suggested that there would be a negative correlation between worry and test performance, but emotionality and pulse rate would not be related to test performance. Their results supported the hypothesis, meaning that worry negatively affects test performance, but emotionality (e.g. pulse rate) does not. Even though physiological responses such as pulse rate, blood pressure, and temperature are indicators of anxiety (Morris and Liebert, 1970), the findings of Sansgiry and Sail (2006) suggest that worry (cognitive component) is the critical factor correlated with decreased performance. Studies have shown that worry is negatively and consistently related to decreased task performance (Wine, 1971). Emotionality refers to the arousal of the autonomic nervous system, such as sweating, increased heart rate, and nausea (Cohen, Ben-Zur, &Rosenfield, 2008). The emotionality component involves bodily reactions to the testing situation (Morris & Liebert, 1970). Wine (1971) found that emotional arousal does not bear a “consistent relationship to academic performance on intellectual cognitive tasks”. Similarly, Meichenbaum (1972) suggests that emotionality is less likely to interfere with the test performance of test anxious students. Meichenbaum (1972) indicates that worry is directly related to a decrease in test performance; therefore, treatments should focus on the worry component. Anxiety during tests has been reported to interfere with the ability to retrieve, from memory, test relevant information. Lowering the emotional arousal of high test anxious subjects should, in theory, reduce task irrelevant responses. Reducing the task irrelevant responses should also lead to improved performance. According to the American College Health Association's 2006 survey of students, the one greatest obstacle to students’ academic performance was academic stress. Of the 97,357 students who participated in the survey, 32 percent reported that academic stress has resulted in an incomplete, a dropped course or a lower grade. Academic stress can be the ultimate career stopper. One of the most common causes of academic stress is anxiety. The study showed that anxiety, ineffective time management and lack of satisfying activities were strong predictors of academic stress. The most common form of anxiety causing academic stress is Achievement anxiety. Achievement anxiety is a fear of failure in an academic setting that arises when teachers, parents or the students own expectations exceed of what they can realistically achieve.

Tests and examinations at all stages of education, especially at higher education level have been considered an important and powerful tool for decision making in our competitive society, with people of all ages being evaluated with respect to their achievement, skills and abilities. Zollar and Ben-chain (1990) have the opinion that "the era in which we live is a testconscious age in which the lives of many people are not only greatly influenced, but are also determined by their test performance". Test and examination stress is thought to prevent some individuals from reaching their academic potential. It has been found that students consistently perceive examination as a source of increase in anxiety and a situation engulfed with uncertainty/unfairness in letting them demonstrate their true achievements (Zollar& Ben-chain, 1990; Spielberger, 1985). Such feelings among students' limit their potential performance during the test situation, resulting in higher text anxiety (Hill &Wigfield, 1984) directly causing drop in the student achievement. Therefore, it can be seen as a measurement error towards measuring student achievement as tests are not meant to measure student achievement under intimidating situation but to know their level of *IER, University of the Punjab, Lahore – Pakistan

. The researchers have suggested various means to minimize test anxiety with managing external factors like environment of examination hall; behaviour of examiners etc. internal factors like organization of questions in a test, sufficient description of the context, clarity in instruction for students etc. Despite these measures to minimize test anxiety it is generally agreed that it has become most upsetting and a disruptive factor for students. There are number of researches reporting text anxiety as one of the major cause for students' underachievement and low performances at different levels of their educational life (Oludipe, 2009) and has been shown to affect students' ability to profit from instruction (Schonwetler, 1995). It is worth discussing some studies showing the statistically significant inverse relationship between test anxiety and students' achievement since long time. Gaudry and Spielberger (1971) discussed that high test anxiety is considered as one of the main factor for low performance of students at university level. A study conducted by Nicholson (2009) to explore the effects of test anxiety on student achievement of grade 11 students, revealed that anxiety and achievement are related to each other. Khalid and Hasan (2009) conducted a study on a purposively selected sample of 187 undergraduate students to explore the relationship between test anxiety and academic achievement and found that students with academic achievement have low test anxiety scores and vice versa. Chapell, Blanding, Takahashi, Silverstein, Newman, Gubi, and McCann (2005) conducted a research study to explore the relationship between test anxiety and academic performance. They collected data from a large sample of graduate and undergraduate students and found a significant and negative relationship between test anxiety and academic achievement.

Hancock (2001) investigated the effects of students' test anxiety and teacher's evaluation practices on students' achievement and motivation at post the secondary level. He found

statistically significant results whichrevealed that all students, especially students with high anxiety level,performed poorly and were less motivated to learn. Thus he concluded that when students who are particularly test-anxious are exposed to a highly evaluative assessment environment in their educational institution, they perform poorly and are less motivated to perform (Hancock, 2001). A research study conducted by Cassady& Johnson (2002) "to investigate the effect of cognitive test anxiety on students' academic performance and found that cognitive test anxiety exerts a significant stable and negative impact on academic performance measures".. Albero, Brown, Eliason&Wind (1997), on the basis of their research study, concluded that students having high test anxiety had significantly lower scores. Oludipe (2009) conducted a study to explore how test anxiety affects students' performance levels in the sciences, especially in Physics, and concluded that "low test-

Rizwan& Nasir 65 anxious students performed better than high test-anxious students on both numerical and non-numerical tasks in Physics". On the other hand, Schonwetter, (1995) by relating this phenomenon to classroom instruction, the researchers further discussed "how high test- anxious students were unable to benefit directly from organized instruction, which ultimately affected their performance in class". Several researchers explored gender differences with respect to test anxiety and found that females have higher levels of overall test anxiety than males (Chapell et al., 2005; Cassady& Johnson, 2002; Bandalos et al., 1995; Mwamwenda, 1994). Cassady& Johnson, (2002) explained "that one explanation for differences in test anxiety on the basis of students' gender is that males and females feel same levels of test worry, but females have higher levels of emotionality". Zeidner (1990), on the basis of his research, concluded that difference in test anxiety scores of male and female is due togender difference in scholastic ability.

It is quite evident from the arguments given above and results of the studies reported that text anxiety affects achievement along with other variables such as motivation to learn, ability to benefit from formal instruction and gender. This diversification of effects of text anxiety lead researchers to think of text anxiety as at least bi-dimensional construct (Berk & Nanda, 2006; Chapell et al., 2005; Cassady& Johnson, 2002; Diaz, 2001) with affective and cognitive components. The affective dimension (emotionality) refers to behavioural or physical reactions to testing situations, such as fear, nervousness, and physical discomfort (Hanckock, 2001; Pintrich&Schunk, 1996; Williams, 1994). This high level of emotionality is evident through physiological responses experienced during evaluative situations (Cassady& Johnson, 2002). The cognitive dimension (worry) refers to cognitive concerns about performance, such as worry about the testing situation or negative performance expectations (Humbree, 1988; Morris, Davis, & Hutchings, 1981; Depreeuw, 1984) .It is the cognitive aspect of test anxiety which has been significantly accounted for declines in academic achievement of adolescents and postsecondary students (Bandlos, Yates, & Thorndike-Christ, 1995; Williams, 1991; Humbree, 1981) Test anxiety is an undesirable

reaction toward evaluation. It's the most important problem that is faced by the students in their education worldwide (Khosravi&Bigdeli, 2008). Test anxiety is a psychological condition in which students experience extreme distress and anxiety in test situations. A little anxiety during exams is required that will help students to get motivated and learn. Mounting up so much of anxiety will not help the student to perform rather it will influence the academic performance negatively (Coon &Mitterer, 2009). The psychological symptoms that build up in students before a test includes restlessness, unusual body movements, difficulty in concentrating, insomnia, fatigue, muscle contraction, abdominal pain, and tremors (Porto, 2013).

These symptoms have negative consequences on student lives and professional growth (Ferreira, Almondes, Braga, Mata, Lemos& Maia, 2014) Test anxiety is an undesirable reaction toward evaluation. It's the most important problem that is faced by the students in their education worldwide (Khosravi&Bigdeli, 2008). Test anxiety is a psychological condition in which students experience extreme distress and anxiety in test situations. A little anxiety during exams is required that will help students to get motivated and learn. Mounting up so much of anxiety will not help the student to perform rather it will influence the academic performance negatively (Coon &Mitterer, 2009). The psychological symptoms that build up in students before a test includes restlessness, unusual body movements, difficulty in concentrating, insomnia, fatigue, muscle contraction, abdominal pain, and tremors (Porto, 2013). These symptoms have negative consequences on student lives and professional growth (Ferreira, Almondes, Braga, Mata, Lemos& Maia, 2014)

Anxiety is one of the most common psychological disorders in school-aged children and Adolescent's worldwide. The prevalence rates range from 4.0% to 25.0%, with an average rate of 8.0%. 6 Early Indian studies reported prevalence rates of psychiatric disorders among children ranging from 2.6 to 35.6 per cent. Anxiety among students and their parents has been reported to be on the rise in India, especially among those facing board certification examinations. Exam Anxiety is a common phenomenon negatively affecting the academic, emotional, personal and social lives of almost 20% students across nationalities including India. Test anxious students score poor grades/marks and have poor mental health in comparison to others. It may be fatal at times. There are reports of deliberate self-harm and suicide by students highlighting the need for timely intervention.8 Exam anxiety can also be labeled as anticipatory anxiety, situational anxiety or evaluation anxiety. Some anxiety is normal and often helpful to stay mentally and physically alert.9 Guided imagery therapy is a cognitive behavioral technique in which under the guided instructions a client is guided in imagining a relaxing scene or series of experiences.10 It is a gentle powerful technique more often used to promote relaxation and to provide therapeutic benefits. It involves the conscious use of imagination to create positive images in order to bring about healthful changes.11 Numerous clinical observations suggest, it will be effective in helping individuals learn or modify behaviour

such as learning to relax, changing and controlling their negative emotions in response to a particular situations, event or belief, preparing themselves for positive changes.

Guided Imagery and its relationship with Academic stress

Guided imagery therapy is a cognitive behavioral technique in which under the guided instructions a client is guided in imagining a relaxing scene or series of experiences.10 It is a gentle powerful technique more often used to promote relaxation and to provide therapeutic benefits. It involves the conscious use of imagination to create positive images in order to bring about healthful changes.11 Numerous clinical observations suggest, it will be effective in helping individuals learn or modify behaviour such as learning to relax, changing and controlling their negative emotions in response to a particular situations, event or belief, preparing themselves for positive changes.10 Therefore, the aim of the present study was to assess the effectiveness of guided imagery relaxation technique in reducing examination anxiety among Secondary School Students.

Astrid Gregor (2005) conducted a study to assess the factors affecting examination. The study was a school-based initiative, evaluating intervention strategies to help secondary pupils with the self-management of their examination anxiety. The study compared the effects of a range of approaches on participants' performance in the GCSE (General Certificate of Secondary Education) examinations, on their self-reported examination anxiety and on their behaviour. Data suggested that interventions using cognitive behavioural approaches combined with relaxation helped pupils to improve their examination performance in Maths. Results encourage the view that school-based programmes using mixed interventions may be effective in the prevention of excessive examination anxiety and in the improvement of examination performance if compared to single interventions, but show variations depending on the curriculum subject. Melanie Miller and Jerome Morton (2005) conducted a study to validate the use of an anxiety-reduction protocol. The protocol included tense-release sequences, positive expectations, and imagined interest in each of eight academic learning. Thirty-six fifth-grade students identified as having high test anxiety were randomly 41 assigned to an Intervention group or a non-participant Control group. The Intervention group reviewed a 31-minute recorded anxiety-reduction protocol on five separate occasions over a span of four months. Results showed substantial stability in these scores over the academic year and a seven percentile gain in test scores for the Intervention group Sapp Marty (1994) Investigated the effects of guided imagery on reducing the worry and emotionality components of test anxiety. 43 college students receiving guided imagery were compared to 45 controls on the worry and emotionality components of test anxiety and academic achievement. The guided imagery showed significant reductions in levels of worry and emotionality, as well as a significant increase in academic performance Mary Jane Esplen Ellen Hodnett (1999) conducted A

Pilot Study Investigating Student Musicians' Experiences of Guided Imagery as a Technique to Manage Performance Anxiety. The study consisted of a one-arm pre-post design involving 21 music students who were given an intervention of guided imagery and descriptive data from 45 students who declined the intervention but provided information about their experiences of performance anxiety. Based on the 21 individuals participating in the intervention, a paired t-test for pre- and post-intervention anxiety scores demonstrated a significant decrease in the post-intervention anxiety levels Speck BJ (1992) examined the effect of guided imagery upon the anxiety of baccalaureate nursing students learning to perform their first injection. The Quasiexperimentalpost test design used for treatment group and control group of subjects who were first semester undergraduate nursing students .Anxiety was measured using state-Trait anxiety inventory. Result indicated statistically significant lower anxiety 42 level by self report. p=.008,in the experimental group which revealed that guided imagery reduces self –reported anxiety levels in nursing students. Clare Marie Lewandowski (2011), examined the effects of guided imagery on mood and anxiety among college students. The sample involved 107 college students. The effects of a single session of non directive guided imagery were examined through a repeated measures pre test and post test design with three experimental conditions was adopted. Anxiety was measured using self report Questionnaire .Results revealed that guided imagery significantly decreased anxiety and negative effect. Yin-Hsing Tseng et.al., (2011) published a study in journal of youth studies and the purpose of the study was to explore the theoretical basis of applying guided imagery to reduce students examination anxiety. The core of the training programme includes progressive relaxation training, guided imagery, and positive self-talk. It is hypothesized that students will reduced exam anxiety by practicing the skills learned in the programme. Wachelha et al., (1999) conducted a study to reduce test anxiety level in high school and junior college students with learning disabilities .Treatment of cognitive behavioural treatment comprising of progressive muscle relaxation, guided imagery and self instruction was given for 8 weeks. Result revealed that cognitive behavioural treatment reduce test anxiety and improve study skills and academic self esteem compared to a control group. This results shows significant improvement in the treatment group. Jeanne B.Hanish (2013) conducted a study to determine whether learning and practicing mindfulness techniques particularly guided imagery helps reduce symptoms of anxiety in children and adolescents. The literature review consists of 45 43 peer reviewed articles found in the Ebscohost data base .The research was narrowed to 15 closely related articles. These findings suggested that guided imagery as a self regulation treatment as well as prevention against childhood anxiety. Prato et al., published a study in Academic journal article from Nursing education perspectives. This study was Biofeedback-assisted relaxation training to decrease exam anxiety in nursing students and in this study anxiety measured through Spielberger's test anxiety inventory and monitoring peripheral skin temperature, pulse and respiration rates during the training. Participants were introduced

to diaphragmatic breathing, progressive muscle relaxation and autogenic training. This results showed that significant changes occurred in respiratory rates and skin temperatures during the diaphragmatic breathing session and respiratory rates and peripheral skin temperatures during progressive muscle relaxation session and respiratory and pulse rates, and peripheral skin temperatures during the autogenic sessions. This results revealed that no significant difference was noted between the first and second Test anxiety Inventory

AIM AND OBJECTIVES

AIM: The Aim of the present piece of research is to see correlation of Academic Stress with Test Anxiety and Guided Mental Imagery.

OBJECTIVES OF THE STUDY:

1. To assess the relationship between Academic Stress and Test Anxiety
2. To assess the relationship between Academic Stress and Guided Imagery

HYPOTHESES:

1. Academic Stress will be positively correlated with Test anxiety

2. Academic Stress will be negatively correlated with Guided Imagery

MEASURES

1. Bisht Battery of stress scale (Scale of Academic stress, 1987) Bisht Battery Scale of Academic Stress (BBSS) by Dr. Asha Rani Bish (1987) will be used to measure academic stress scores of adolescent students. It measures stress types having all the four components of stress i.e. frustration, conflict, pressure and anxiety. This battery consist of 13 scales, but here we will take the scale of academic stress which includes 80 items on a five point likert scale ranging from always to never. The battery of scale is in Hindi and the age group on which it is standardized is 13+ to 17 years. The internal consistency reliability coefficient of scale of academic stress is 0.88.

2. Bett's Questionnaire upon Mental Imagery (Shortened form by Peter W. Sheehan). The Bett's Questionnaire upon mental imagery (QMI) assesses imagery vividness in each of seven sensory modalities (visual, auditory, cutaneous, kinaesthetic, gustatory, olfactory and organic) Five items assesses vividness in each modality. It takes response on a seven

point response scale respondents indicate the extent to which images are perfectly clear and as vivid as actual experience to no imagery present. Initially the scale was developed as a 150 item questionnaire (Bett, 1909), the scale was then modified and reduced to 35 items by Scheehan (1967). The internal consistency of the scale is fairly high, with reliability coefficients ranging from .91 to .95.

3. Test Anxiety Inventory (TAI : Spielberger et al, 1980) : Spielberger developed the test anxiety inventory and included 20 items that yields a total of test anxiety scores. It is the most important and widely used instrument for measurement of high school and college students. In this the respondents are asked to report how often they experience anxiety symptoms before, during and after taking tests. Each item is rated on 4 point likert scale ranging from almost never to almost always. The total test anxiety score range from a minimum of 20 to maximum of 80 points which indicates the lower the score low will be the test anxiety. The internal consistency of scale is 0.90 and test retest relatively from 0.72 to 0.88.

RESULTS AND DISCUSSION:

Table 1:correlation coefficients show the in detailed correlational relation between different dimensions of Academic stress with that of Test Anxiety and Guided Mental Imagery. The data here was collected from 300 students from class 9th-12th with age range of 14 to 18 years. Most of students were from Urban area and belonged to nuclear family.

Discussing about the results we see that the Academic Stress is further divided into four sub parts which includes Academic Frustration ,Academic Conflict, Academic Pressure and Academic Anxiety and here we will see the correlational analysis of Test Anxiety and Guided Imagery with all the dimensions of Academic Stress on the Scale of Academic Stress BY Asha Rani Bhistt.

ACADEMIC FRUSTRATION:

In the given table Academic Frustration is positively correlated with Academic Stress,showing the results significant at 1% level, which means that the pvalue is less than 0.01($p<0.01$) . It is seen that both Academic Frustration and Academic stress move in same direction i.e when Academic Stress increases Frustration increases and vice versa. There is a positive and significant relationship between Academic conflict, Pressure and Anxiety.

Academic Frustration is negatively correlated with variables of Mental Imagery which includes gustatory and olfactory guided imagery both at 5% level of significance and with the total score of Guided mental imagery at 5% level of significance (p value <0.05). It is seen clearly that relationship between Academic Frustration and Guided Imagery move in opposite direction, higher the stress lower is the power of Imagery.

ACADEMIC CONFLICT:

Academic Conflict has a positive and significant relationship with Academic Frustration, Academic Pressure and Academic Anxiety at 1% level of significance i.e. (pvalue<0.01). Correlation with other variables found to be significant at both 0.01 and 0.05 level.

ACADEMIC PRESSURE:

Academic Pressure has a positive and significant relationship with Academic Frustration, Academic Conflict and Academic Anxiety at 1% level of significance. It is positively correlated with one of the variables of Guided Imagery i.e vision at 5% level of significance, overall it is insignificant with total GMI .The correlation with other variables were found to be insignificant with this particular dimension of Academic stress

ACADEMIC ANXIETY:

Academic Anxiety has a positive and significant relationship with Academic Frustration, Academic Pressure and Academic Conflict at 1% level of significance and it is seen negatively correlated with one of the dimensions of Test Anxiety that is work Test Anxiety at 5% level of significance. The correlation with other variables was found insignificant.

Academic Stress Scale with Test Anxiety:

Academic Stress is positively correlated with total of Test Anxiety score at 5% level of significance, which means that stress and anxiety that is related to academics or exams will flow in the same direction, if stress increases anxiety increases and vice versa. Therefore the hypothesis of the research is supported that both the variable are positively correlated. . Literature shows that test anxiety has an unhealthy, negative and destructive influence on performance and well-being. It may be considered that test anxieties cause many types of problems which may hinder in the acquisition of academic score during college/schools. Moreover, it effects on our cognition, emotion and behaviour. The affective component involves people appraisal of his/her physiological response such as tension, tight muscles and trembling. The behavioural component includes poor study skill, avoidance and procrastination of work.

Academic Stress Scale with Guided Mental Imagery:

Academic Stress is negatively correlated with the total of Guided Mental Imagery. It is statistically seen significant at 5% level of significance with the p value of 0.039 which is less than 0.0.5 level (0.039<0.05). This means as Mental Imagery increases the level of Academic Stress decreases and vice versa. Therefore the results in the Table 1 supported

the hypothesis that when the Academic stress increases the Guided mental imagery decreases and shows a negative correlation or direction between the two variables.

Therefore the research supported both the hypothesis in which academic stress was related with test anxiety of school students and their level of mental imagery.

Table 1: Correlation Coefficients

	FRUS	Conflict	Pressure	Anxiety	SAS	SEE	Sound	Touch	Kinesthetic	TASTE	SMELL	EMOTION	TOTAL MI	EMO. TI	WOR. TI	TOTAL	TAI TOTAL
ACA FRUSTRATION	1.00																
AC. CONFLICT	**0.39****	1.00															
AC. PRESSURE	**0.26****	**0.45****	1.00														
AC. ANXIETY	**0.33****	**0.31****	**0.26****	1.00													
TOTAL SAS	**0.74****	**0.74****	**0.74****	**0.59****	1.00												
SEE GI	0.01	0.03	**0.12***	0.03	0.07	1.00											
Sound GI	0.02	0.07	0.03	0.02	0.05	**0.57****	1.00										
Touch GI	-0.11	-0.04	0.03	-0.04	-0.06	**0.34****	**0.29****	1.00									
Kinesthetic	0.01	0.04	-0.03	0.06	0.02	**0.48****	**0.63****	**0.32****	1.00								
TASTE GI	**-0.12***	0.01	-0.04	0.07	-0.05	**0.35****	**0.46****	**0.31****	**0.44****	1.00							
SMELL	**-0.17****	-0.05	-0.04	-0.09	**-0.13***	**0.27****	**0.28****	**0.17****	**0.28****	**0.26****	1.00						
FEELING/EMOTION	-0.07	0.04	0.00	0.00	-0.02	**0.49****	**0.61****	**0.36****	**0.50****	**0.55****	**0.30****	1.00					
TOTAL MI	**-0.11***	0.00	0.01	-0.01	**-0.05***	**0.69****	**0.74****	**0.64****	**0.71****	**0.66****	**0.61****	**0.75****	1.00				
EMO. TI	0.01	-	-0.07	-	-0.0	-0.0	0.0	**-0.1**	0.02	-0.0	-0.0	-0.03	-0.06	1.00			

		0.06		0.08	7	8	1	**2***		3	1						
WOR. TI	0.03	-0.04	-0.01	**-0.13***	-0.03	**0.11***	0.10	0.08	0.08	0.05	0.04	**0.15****	**0.12***	**0.13***	1.00		
TOTAL	0.01	0.01	0.00	0.04	0.02	-0.08	-0.02	-0.05	-0.06	-0.07	-0.07	0.02	-0.08	**0.38****	**0.27****	1.00	
TAI TOTAL	0.02	-0.03	-0.02	-0.07	**0.03***	0.00	0.05	-0.02	0.02	-0.02	-0.02	0.08	0.01	**0.55****	**0.73****	**0.81****	**1.00**

*p<0.05

**p<0.01

CONCLUSION

Kirkland and Hollandsworth (1980) define test anxiety as "a constellation of behaviours that have a debilitating effect on academic performance".A study conducted by Willing , Harnisch , Hill and Maehr (1983) showed that test anxiety effect on test scores was less for black and white children . However ,in a study conducted by Hembree (1988), black students in the elementry grades had more test anxiety than white students . Cizek and Burg (2006) also found that Black students may exhibit higher test anxiety in elementary grade levels.Test anxiety is widespread , affecting almost 35% of the college students population , with approximately 18% being handicapped by high test anxiety while additional 16% being handicapped by moderately high test anxiety (Driscoll et al , 2005). Research shows that a negative relationship exists between maths achievement and maths anxiety at all levels of education . The relationship is more defined at college level of education (Ma,1999).Children who have high levels of anxiety before or during a test , may not show their true abilities , thus impairing their performance (Mc Donald , 2001).Children under stress have a tendency to pay more attention to emotionally threatening stimuli , such as failures and mistakes and less on the required task. (Mavilidi and pass , 2014).Academic stress plays a major role in test attitude of an individual and thus significantly effects the power of Imagery amongst children at school level.

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