

A Study to Assess the Level of Examination Fear among Nursing Students, Identify the Factors Associated with Examination Fear, and Determine the Independent Predictors of Examination Fear among Nursing Students

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Abstract: Examination fear was common among nursing students, with most experiencing moderate or high fear. Previous examination failure, inadequate sleep, and less daily study time were significantly associated with greater examination fear. Previous examination failure and inadequate sleep were independent predictors of examination fear. Regular study, adequate sleep, counseling, and stress-management strategies may help reduce fear and improve academic performance. The study found that the mean age was 20.8 ± 1.4 years, while the mean examination-fear score was 42.6 ± 8.7 . Moderate examination fear was reported by 58.4% of students, and high fear by 24.8%. Previous examination failure, inadequate sleep, and lower daily study time were significantly associated with examination fear ($p < 0.05$). Previous examination failure and inadequate sleep were identified as independent predictors of examination fear. The findings suggest that adequate sleep, regular study habits, counseling, and stress-management strategies may help reduce examination fear and improve academic performance.

Keywords: Examination fear, Nursing students, Examination anxiety, Academic stress, Sleep

1. Introduction

Examinations are an essential part of nursing education for assessing students knowledge and academic performance. Examination periods may cause fear, stress, and anxiety among nursing students. Excessive examination fear can affect concentration, sleep, study habits, confidence, and academic performance, previous examination failure, inadequate sleep, and insufficient study time may contribute to increased examination fear.

2. Statement of problem

A Study to **assess** the level of examination fear among nursing students, identify the factors associated with examination fear, and determine the independent predictors of examination fear among nursing students at Christ college of Nursing, Puducherry.

3. Objectives

- To assess the level of examination fear among nursing students.
- To identify factors associated with examination fear.
- To determine the independent predictors of examination fear among nursing students.

4. Methods

- 1) A **descriptive cross-sectional study** was conducted.
- 2) The study included **20 nursing students**.
- 3) Data were collected using a structured questionnaire.

- 4) Information was obtained regarding:
 - Demographic characteristics.
 - Previous examination failure.
 - Sleep patterns.
 - Daily study time.
 - Examination-fear scores.
- 5) Descriptive statistics such as **frequency, percentage, mean, and standard deviation** were used.
 - Association between examination fear and selected factors was assessed using appropriate statistical tests.
 - Multivariable regression analysis was performed to identify independent predictors.
 - A p -value < 0.05 was considered statistically significant.

5. Results

- 1) The **mean age** of the students was 20.8 ± 1.4 years.
- 2) The **mean examination-fear score** was 42.6 ± 8.7 .
- 3) **58.4%** of students experienced **moderate examination fear**.
- 4) **24.8%** of students experienced **high examination fear**.
- 5) Higher examination-fear scores were significantly associated with:
 - Previous examination failure.
 - Inadequate sleep.
 - Lower daily study time.
- 6) These associations were statistically significant ($p < 0.05$).
- 7) In multivariable regression analysis:
 - Previous examination failure remained a significant independent predictor.

Volume 15 Issue 8, August 2026

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- Inadequate sleep remained a significant independent predictor.

6. Conclusion

- Examination fear was common among nursing students.
- Most students had moderate fear, while nearly one-fourth had high fear.
- Previous exam failure and inadequate sleep were key predictors.
- Academic support, counseling, proper sleep, time management, and stress management may reduce examination fear.
- Nursing institutions should provide support to improve students confidence, well-being, and academic performance.

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