

# 2190 Psychotherapeutic Interventions In Test Anxiety And Academic Achievement Among Secondary School Students In Rivers State

**Luiz Ricardo Vieira Gonzaga,Letícia Lovato Dellazzana-Zanon,Andressa Melina Becker da Silva**

*Handbook of Stress and Academic Anxiety* Luiz Ricardo Vieira Gonzaga,Letícia Lovato Dellazzana-Zanon,Andressa Melina Becker da Silva,2022-11-10 This handbook presents an overview of research on test anxiety and related forms of students' stress and anxiety at schools and other academic environments, and also brings together a series of psychological interventions to prevent and treat anxiety disorders related to academic assessments. Its aim is to inform about strategies that help promote more adaptive behaviors towards academic assessment, as well as discuss other variables (e.g., bullying) that influence test anxiety, a typical stressor at the school and academic environment. These stressors can impair the students' socio-cognitive development, impairing their ability to study and posing a risk to their mental health. The volume is organized in three parts. The first part brings together chapters discussing different variables and processes associated with academic anxiety, such as test anxiety and social influence, academic motivation, bullying, and procrastination. The second part is completely dedicated to psychological interventions with students designed to promote adaptive coping strategies to deal with academic anxiety and to prevent the development of psychopathologies associated with it. These interventions are based on different approaches, such as cognitive behavioral therapy, acceptance and commitment therapy, analytic behavioral therapy, dialectical behavioral therapy, and mindfulness, among others. Finally, the third part presents strategies that teachers can adopt to manage academic anxiety. The Handbook of Stress and Academic Anxiety: Psychological Processes and Interventions with Students and Teachers will be a valuable resource for school and clinical psychologists, teachers, school managers and policy makers by providing information based on the best scientific evidences to help students cope with academic anxiety, prevent the development of psychopathologies associated with it and promote mental health at schools and other academic environments.

**Depression, Test-Anxiety, Memory And** Fayegh Yousefi,2012-05 Considering the importance of academic achievement for students, parents, teachers and the community, finding the appropriate and right techniques to prevent low academic

achievement is indispensable. Based on the result of this study, depression and test-anxiety have the relationship with low academic achievement among high school students. In other words, students who have depression and test-anxiety are likely to drop out from school. Hence, methods of controlling depression and test-anxiety must be devised in order to reduce the students' dropout rate and increase their academic achievement. The findings from the present study reveal that students with test-anxiety and depression have low academic performance. Thus, it is recommended that the Iranian Ministry of Education support and encourage the establishment of counseling centers in high schools, where counselors and clinical psychologists can help students to treat mental and academic problems. Also, it is suggested that the Ministry of Education should encourage workshops and seminars to guide students on study techniques in order to motivate and increase their ability to control test-anxiety and depression.

**Test Anxiety, Study Skills and Academic Achievement in High School Students** Michael S. Tomalesky, 1977

**Assessing the Effectiveness of a Computer-based, Online Social-networking Intervention for Adolescents with Test Anxiety** Richard Wes Baker, 2010 This dissertation investigated the effectiveness of a newly designed intervention for adolescents with test anxiety. This CBT-based intervention is comprised of two parts: self-guided psychoeducational computer modules, and an online social networking group. The intervention was designed to provide adolescents with an effective means of reducing test anxiety symptoms, delivered through a familiar medium--the Internet. This study was conducted in classrooms in Houston, TX, with high school student participants. Participants were randomly assigned to one of three groups: those receiving the computer modules component only, those receiving the computer modules and social networking group, and those receiving no treatment (control). Test anxiety levels were assessed with the self-report Test Anxiety Inventory (Spielberger, et al., 1980). Changes in test anxiety levels over time were compared to changes in a measure of academic achievement. The author compared changes in test anxiety level among the three groups using repeated measures ANOVA. It was hypothesized that participants in the two treatment groups would show improvements in test anxiety symptoms over time, while those in the control condition would not. It was further hypothesized that decreases in test anxiety symptoms would correlate with increases in academic achievement. Participants in all three groups showed some decrease in anxiety symptoms. There were no statistically significant differences between groups; however, there were some intriguing trends in the computer module only group, which showed a clinically meaningful, but not statistically different, decrease in anxiety. There was no association between changes in test anxiety symptoms and academic achievement. Results of this study suggest that this intervention may not currently present an effective option for treating the symptoms of test anxiety. Results may be used to make data-driven improvements to address the limitations and unforeseen weaknesses of this intervention approach.

*A Cognitive-attentional Treatment Program for the Reduction of Test Anxiety in Secondary Students* Molly Nicaise, 1991

**A Study of the Relationship of Test Anxiety of Secondary School Students to Aptitude** Norma Mathilda Dimmitt, 1963

*Effects of a Psychoeducational Intervention on Psychological Stress, Health Behavior, and Academic Achievement in Academically Underachieving College Students* William L. Parker, 1987

*The Effects of Test Anxiety on the Academic Achievement Test Scores of Saudi High School Students* Naif Mohammad Al-Harbi, 2004

Three Individualized Treatments for Test Anxiety and Academic Achievement Among Community College Students Carolyn Sue Poe, 1992

**Study of the Effects of Test Anxiety on Academic Achievement** Elisabeth Ross Kieffer, 1990

*An Investigation of Test Anxiety Among English Secondary School Pupils* Eirini M. Kapetanaki, 2010

**The Role of Test Anxiety on Academic Achievement** Jonathan LaFollette, Lyn Howell, 2010

The Efficacy of Brief Digital Mindfulness Interventions on Student Anxiety Joshua A. Heath, 2021

General anxiety disorder has been defined by the DSM-5 as excessive worry characterized by traits such as intrusive thoughts and obtrusive physiological reactions (American Psychiatric Association, 2013). In modern culture, anxiety in academic settings has been reported as a significant problem afflicting an estimated 41% children and undergraduates (Gregor, 2005; von der Embse et al., 2018). Research examining test anxiety prevalence in age ranges from elementary schools to universities has demonstrated that the rates of individuals reporting high test anxiety levels vary between 15% and 22% (Ergene, 2003; Putwain & Daly, 2014). Given the high incidence rates observed in schools as well as decades of research demonstrating the negative impact of test anxiety on student performance, a vibrant domain of research has been devoted to understanding and developing interventions designed to reduce adverse outcomes from test anxiety (Ergene, 2003; von der Embse et al., 2018). Mindfulness, originating from Buddhist philosophy is broadly defined as a present-centered approach to everyday life via purposeful attention to the present moment (Bishop et al., 2004; Brown & Ryan, 2003; Grossman et al., 2004; Kabat-Zinn, 1994; Wolters & Yu, 1996). The present-centered approach has a emphasis of self-compassion, non-reactive awareness, and acceptance (Shapiro et al., 1998). Any individual can attain a mindful state by using several activities, including meditation, yoga, mindful art, and rhythmic breathing (Bazzano et al., 2018; Brown & Ryan, 2003; Carsley & Heath, 2019). Inducing a mindful state is not always a conscious decision, as research has shown it can subconsciously occur (Grossman et al., 2004). anxiety are conducted in K-12 environments. The current investigation found limited research concerning undergraduates test anxiety perception. Between four intervention studies, duration ranged between one week through two months, using either mindful breathing or a variation of MBSR. Each of the studies included reported significantly decreased in test anxiety for intervention groups, as well as increases in trait mindfulness. Additionally, these interventions also revealed effectiveness

in improving academic performance and reducing automatic thoughts. Finally, support was provided for digital interventions with one study reporting no significant differences between in-person or digital delivery methods (Cho et al., 2016; Hjeltnes et al., 2015; Lothes et al., 2019; Sampl et al., 2017). The present study adds to the existing literature by investigating the effectiveness of a mindfulness intervention for university students that is both brief and delivered in a digital format. Participants were recruited from a midwestern university to participate in a two-session research study. Each completed personality, mindfulness, and anxiety measures in the initial session with the expectation of a quantitative reasoning test in the next session. The second session divided participants into two groups to receive a brief digital guided meditation video or the same video with no meditation track. Following the intervention, participants received post measures of anxiety and mindfulness. mixed MANOVA and multiple regression analyses to answer specific research questions into the effectiveness of brief digital mindfulness interventions and personality traits relationship with anxiety and mindfulness As predicted, the findings demonstrate the efficacy of a brief digital mindfulness intervention in reducing state mindfulness and state anxiety in university students. However, the results did not reveal a differential benefit for the guided meditation condition as compared to the relaxing condition. The mindfulness intervention conditions were found to have no measured impact on trait mindfulness, trait anxiety, or cognitive test anxiety levels. The regression models used to determine predictor variables for trait mindfulness and trait anxiety conformed to primary representations of the constructs. Specifically, the neuroticism personality trait was instrumental in predicting levels of both trait mindfulness and trait anxiety. Ancillary hierarchical regression analyses added the trait constructs in a secondary block, identifying openness and conscientious as significant predictors of trait mindfulness and trait anxiety. These findings remain consistent with traditional mindfulness intervention literature, despite the current examinations focus on brief digital mindfulness interventions (Cho et al., 2016; Hjeltnes et al., 2015; Sampl, 2017; Loathes et al., 2019).

The Relation of Test Anxiety with Academic Achievement Amal Adib Sabbagh,American University of Beirut. Faculty of Arts and Sciences. Department of Education,1972

**Test Anxiety and Academic Achievement** Devaki Nadarajan,2016

**The Correlation Between Anxiety about Home Environment, Test Anxiety, and Academic Achievement** Nora Conroy,1988

*Effects of Cognitive Modification and Multimodal Treatments on Test Anxiety and Academic Achievement of High-test-anxious Eleventh Grade Students* Mary Rose Day,1994

The Effects of a School-based Cognitive-behavioural Intervention Programme on Test Anxiety and Well-being of Secondary School Students in Singapore Lin Ken Soh,2022

*The Use of Self Correction Psychotherapy to Alter Test Anxiety, Attention Span, Oral Reading, Reading Comprehension*

*and Academic Achievement in Children* Suzanne LaCross,1985  
*Reducing Test Anxiety* Roxanne Marta Johnson,1984

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## **Table of Contents 2190 Psychotherapeutic Interventions In Test Anxiety And Academic Achievement Among Secondary School Students In Rivers State**

1. Understanding the eBook 2190 Psychotherapeutic Interventions In Test Anxiety And Academic Achievement Among Secondary School Students In Rivers State
  - The Rise of Digital Reading 2190 Psychotherapeutic Interventions In Test Anxiety And Academic Achievement Among Secondary School Students In Rivers State
  - Advantages of eBooks Over Traditional Books
2. Identifying 2190 Psychotherapeutic Interventions In Test Anxiety And Academic Achievement Among Secondary School Students In Rivers State
  - Exploring Different Genres
  - Considering Fiction vs. Non-Fiction
  - Determining Your Reading Goals
3. Choosing the Right eBook Platform
  - Popular eBook Platforms
  - Features to Look for in an eBook 2190 Psychotherapeutic Interventions In Test Anxiety And Academic Achievement Among Secondary School Students
4. Exploring eBook Recommendations from 2190 Psychotherapeutic Interventions In Test Anxiety And Academic Achievement Among Secondary School Students In Rivers State
  - User-Friendly Interface
  - Personalized Recommendations
  - 2190 Psychotherapeutic Interventions In Test Anxiety And Academic Achievement Among Secondary School Students In Rivers State User Reviews and Ratings
  - 2190 Psychotherapeutic Interventions In Test Anxiety And Academic

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- | Achievement Among  | Friendly Options   | Achievement Among   |
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| 5. Accessing 2190 Psychotherapeutic Interventions In Test Anxiety And Academic Achievement Among Secondary School Students In Rivers State Free and Paid eBooks  | <ul style="list-style-type: none"><li>◦ ePub, PDF, MOBI, and More</li><li>◦ 2190 Psychotherapeutic Interventions In Test Anxiety And Academic Achievement Among Secondary School Students In Rivers State Compatibility with Devices</li><li>◦ 2190 Psychotherapeutic Interventions In Test Anxiety And Academic Achievement Among Secondary School Students In Rivers State Enhanced eBook Features</li></ul> | <ul style="list-style-type: none"><li>◦ Highlighting and Note-Taking 2190 Psychotherapeutic Interventions In Test Anxiety And Academic Achievement Among Secondary School Students In Rivers State</li><li>◦ Interactive Elements 2190 Psychotherapeutic Interventions In Test Anxiety And Academic Achievement Among Secondary School Students In Rivers State</li></ul> |
| <ul style="list-style-type: none"><li>◦ 2190 Psychotherapeutic Interventions In Test Anxiety And Academic Achievement Among Secondary School Students In Rivers State Public Domain eBooks</li><li>◦ 2190 Psychotherapeutic Interventions In Test Anxiety And Academic Achievement Among Secondary School Students In Rivers State eBook Subscription Services</li><li>◦ 2190 Psychotherapeutic Interventions In Test Anxiety And Academic Achievement Among Secondary School Students In Rivers State Budget-</li></ul> | 7. Enhancing Your Reading Experience <ul style="list-style-type: none"><li>◦ Adjustable Fonts and Text Sizes of 2190 Psychotherapeutic Interventions In Test Anxiety And Academic</li></ul>  | 8. Staying Engaged with 2190 Psychotherapeutic Interventions In Test Anxiety And Academic Achievement Among Secondary School Students In Rivers State <ul style="list-style-type: none"><li>◦ Joining Online Reading Communities</li><li>◦ Participating in Virtual Book Clubs</li><li>◦ Following Authors and Publishers 2190 Psychotherapeutic</li></ul>                |

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- 9. Balancing eBooks and Physical Books 2190 Psychotherapeutic Interventions In Test Anxiety And Academic Achievement Among Secondary School Students In Rivers State
  - Benefits of a Digital Library
  - Creating a Diverse Reading Collection 2190 Psychotherapeutic Interventions In Test Anxiety And Academic Achievement Among Secondary School Students In Rivers State
- 10. Overcoming Reading Challenges
  - Dealing with Digital Eye Strain
  - Minimizing Distractions
  - Managing Screen Time
- 11. Cultivating a Reading Routine 2190 Psychotherapeutic Interventions In Test Anxiety And Academic Achievement Among Secondary School Students In

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  - Setting Reading Goals 2190 Psychotherapeutic Interventions In Test Anxiety And Academic Achievement Among Secondary School Students In Rivers State
  - Carving Out Dedicated Reading Time
- 12. Sourcing Reliable Information of 2190 Psychotherapeutic Interventions In Test Anxiety And Academic Achievement Among Secondary School Students In Rivers State
  - Fact-Checking eBook Content of 2190 Psychotherapeutic Interventions In Test Anxiety And Academic Achievement Among Secondary School Students In Rivers State
  - Distinguishing Credible Sources
- 13. Promoting Lifelong Learning
  - Utilizing eBooks for Skill Development
  - Exploring Educational

- 14. Embracing eBook Trends
  - Integration of Multimedia Elements
  - Interactive and Gamified eBooks

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