INTRODUCTION

- Test Anxiety is a situational form of trait anxiety where an individual’s propensity is to worry and have interfering thoughts, tension, and mental confusion, with or without a physical reaction in exam situations (Spielberger, et al., 1976; Spielberger & Vagg, 1995; Zeidner, 1998).
- Test Anxiety experienced by student populations within higher education has been shown to correlate to lower exam scores, interfering with the learning process and affecting students’ college performances overall (Davis, 2008).
- Test Anxiety leads to distress, underachievement, and dropout in college students (Lowe, 2019).

PURPOSE

- This study aimed to determine the prevalence of TA among PA students in the US and whether a difference in the level of TA exists between PA students in accelerated (BS/MS) versus traditional (MS only) programs.

METHODS

RESULTS

- Students in accelerated PA programs have higher TA than students in traditional PA programs.
- Our results show that females in accelerated PA programs were noted to have higher TAM-C-SF scores than males.
- The majority of students that participated in this study are classified as having moderate test anxiety.
- Out of those who utilize coping mechanisms, the majority of students admit to using deep breathing techniques that allow them to alleviate stress during an exam.
- Future research can help determine the extent to which TA plays a role in a PA student’s academic performance.

EDUCATIONAL RELEVANCE

Our results may illuminate the issue and facilitate dialogue among PA programs to address test anxiety in their students and provide them with evidence-based interventions.