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THE IMPACT OF TRAINING COGNITIVE-BEHAVIORAL STRATEGIES ON REDUCTION OF TEST ANXIETY IN MALE HIGH SCHOOL STUDENTS

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Introduction: The present study has focused on the impact of training cognitive-behavioral strategies in reducing test anxiety among second-grade high school male math students.

Objectives: This study has attempted to test the hypothesis that training cognitive-behavioral strategies can help a reduction on test anxiety among anxious students

Methods: The subjects were 72 second-grade high school students who had obtained high scores on the test anxiety scale (Sarason, 1978). Participants were selected by a multi-stage cluster sampling method from three high schools at Tehran. After administering the self-report test anxiety scale as pre-test, the subjects were then divided into two groups of control and experimental with 36 students in each group. The control group did not receive any treatment. Then, both groups were asked to complete the test anxiety scale as post-test.

Results: Analysis of variance (ANOVA) with repeated measures was performed to analyze the data. The results revealed that there was a significant difference between the two groups and this difference was to the advantage of the experimental group showing a significant reduction in test anxiety.

Conclusions: The results showed that training cognitive-behavioral strategies can reduce test anxiety.