



EFFECTS OF INTRA-FAMILY COMMUNICATION DYNAMICS ON EXAM ANXIETY

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Abstract:

Exams, which are one of the main determinants of the arguments affecting the academic success of the individual in the school period and therefore his future in the construction of the family institution, affect the future views of young people who live with the suggestion of always having better due to the culture of "syllogism" and comparison in the global world. In this context, in terms of future building, social pressures, family pressures, family pressures, future concerns, future concerns shape the perspective on exams, which are important elements in shaping academic life. In the individuation processes of adolescent children, situations that reduce or make problematic behavioral family and child communication in family institutions whose basic dynamics are shaken by the social corruptions of the modern age may arise. In this study, the effects of intra-family communication dynamics on exam anxiety parameters are discussed.

Keywords: family, communication, test anxiety

1. Introduction

Considering a large number of parameters, it is possible to say that the phenomenon of "anxiety" is underneath that extremely strong things feed the exam period young person and their parents in this context. When examined within the framework of pathological dynamics and psychological symptoms, stories emerge that these concerns cause serious consequences such as stress, anxiety disorder, anxiety, anxiety and obsessive-compulsive disorder, and even schizophrenia in children together or separately in mothers and fathers. When school and community pressure are involved in two different and very powerful dominant roles, the problem becomes even more intractable. When the public/private school parameter is added to the situation in terms of economic conditions and education quality/efficiency, the differences become more obvious. While these differences manifest themselves in the context of the anxiety index, a minimal problem

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that basically starts as exam anxiety then evolves into a pathological problem by leaving its place to social anxiety in the individual young person.

Test anxiety, which is seen as very natural for the child to feel and feel in family forms where adequate family communication dynamics are not exhibited in a healthy way, also occurs when the child wants to look intelligent, hardworking, and successful around him or when he wants praise from those around him. The child, who feels that he is not receiving enough love and appreciation, begins to feel anxious at an extreme rate with the fear of failing the exam. This has the greatest impact on the actual success rate over time, and after a while the child finds himself struggling with himself, not with the real exam arguments and the opponents with whom he took the exam. While the difficulties with real exam arguments and natural competitors have an absolute solution with sufficient systematic practice and working principle, it would not be wrong to say that if the parents of the child, who are not even aware that he is competing with himself, exhibit counterproductive attitudes in the opposite direction as well as not being able to observe the situation, the child has the effect of covering up the child because the child with fever is cold. In this study, it was seen that the determinant of family communication dynamics on the success of young people was extremely high. The success achieved in some way under stress and anxiety also manifests itself in situations in which this time emotional satisfaction disorder initiates a new period of reckoning and disconnection between the child and the family.

2. Exam Anxiety

Anxiety manifests itself as the emotional, physiological, and cognitive changes that a person experiences when confronted with a stimulus (Belief, 1997; Ozer, 2002; Yesilyurt, 2007). People are familiar with anxiety from the moment they are born, and anxiety manifests itself repeatedly in certain situations throughout their lives. The main source of student anxiety in the field of child and adolescent education is exams and evaluations (Gençdoğan, 2010, 153-164). Test anxiety is the fear of uncontrollable failures, such as excessive worry, and irritability (Hashmat, Hashmat, Amanullah, and Aziz, 2008, 167-170). Experiencing test anxiety can have a positive impact on a person's academic performance over time, which helps people prepare for the exam and keeps them motivated enough during the exam. However, intense anxiety can adversely affect academic performance (Kavakcı, Güler, and Çetinkaya, 2011, 7-16).

Test anxiety is also considered a type of social anxiety. Test anxiety can also occur when the person wants to look intelligent, hardworking, and successful around them, or when they expect praise from those around them. People with this expectation may feel very anxious because they think that they will get bad grades on the test, which will affect their test scores. The person is afraid of damaging the impression of those around him and cannot receive praise (Kavakcı, Güler, and Çetinkaya, 2011, 7-16). Test anxiety consists of two main components.

These components are cognitive and emotional. The cognitive part is when one's mind is constantly preoccupied with thoughts about the exam. For example, a person is

constantly thinking about whether he will fail, what will happen if he fails, and whether his future will be turned upside down by this exam. As can be seen, the person does not have self-confidence or intense anxiety about exam success. The emotional component is the state of tension, tension, and fear that people experience as a result of test anxiety. These feelings usually persist throughout the test and increase as the test approaches. In addition, they may show some physical reactions such as tremors, palpitations, nausea, abdominal pain, headache, and sweating (Kavakcı, Güler, and Çetinkaya, 2011, 7-16).

2.1 Causes of Test Anxiety

Test anxiety is affected by the quality of life, lack of knowledge, poor study habits, family attitudes, and psychological factors (Hashmat, Hashmat, Amanullah, and Aziz, 2008, 167-170). Low self-confidence, thinking that students will fail, postponing their duties and responsibilities, focusing only on exam results, using their time well, worrying about unsuccessful and inadequate environments, judging and criticizing, comparing children with their environment, and the causes of exam anxiety can be considered (Türkcan, Türkcan and Uygur, 1992).

Inadequate rest, unhealthy diet, inadequate physical activity, and inadequate time management indicate poor quality of life. Poor quality of life indicates that a person may be prone to test anxiety. Inconsistent study patterns, no regular planning, no appropriate study strategies determined, retention of all necessary subjects until the last night, difficulty in managing time, repeating lessons from time to time, and not knowing the course content until the night before Absenteeism affects exam anxiety Important situations (Hashmat), Hashmat, Amanullah and Aziz, 2008, 167-170). Learning effectively on a regular basis is a common problem, especially during adolescence. Students in the period of growth and development have difficulty concentrating their attention and concentration for a long time, it is difficult to plan and establish order. If the individual can plan successfully, their self-confidence will increase and their exam anxiety will decrease (Yavuzer, 2005). Psychological factors that significantly affect test anxiety are negative and irrational thoughts about the exam. All these influences are reinforced by the person's past experiences and beliefs. Some people have negative thoughts about their test scores and are unable to control their condition during the exam process, causing intense panic and anxiety in these people. It is seen that the feelings and thoughts of the people are too strong to continue the test in a healthy way, often fall into the gap during the test and cannot continue the test. These experiences seem to be accompanied by some symptoms of physical anxiety (Hashmat, Hashmat, Amanullah, and Aziz, 2008, 167-170).

2.2 Consequences of Test Anxiety and Ways to Cope

Test anxiety is a factor that contributes to a person's pathological response or disorder, as well as a person's poor performance and the inability to use their abilities effectively. Test anxiety can lead to consequences such as a lack of self-confidence, obsessive-compulsive disorder, sleep disorders, depression, eating disorders, convulsions, somatization, and so on. It is thought that exam anxiety is a factor in the development of these disorders in

people with high exam anxiety (Türkcan, Türkcan, and Uygur, 1992). Some psychological, physical, and behavioral adjustments can be used to deal with test anxiety. Correcting unrealistic personal thoughts about exams, developing a planned study habit, repeating lessons regularly and not associating the concept of "success" only with exam scores, accepting reality, thinking that life is both a success and a failure, first fully understanding the form and content of the exam, trying to question and analyze oneself instead of avoiding anxiety, may help to cope with test anxiety (Özer, 1990). To cope with exam anxiety, a person not only needs to relax and regulate their mind but also relax and regulate their body. Breathing exercises and relaxation techniques can help with this adjustment. For a person, healthy eating, regular sleep patterns, and minimal anxiety are very important. After psychological and physical adjustments, it is recommended that individuals adjust their behavior according to this new situation (Özer, 1990; Şahin, 1994; Yavuz and Akagündüz, 2004).

It is seen that the attitudes and attitudes of parents toward their children are also very important factors leading to exam anxiety. Parents need to understand their children's personalities and abilities. Parents' unrealistic expectations about their children's abilities can create anxiety for students. Parents are advised to avoid only "success"-oriented relationships with their children, to be aware of situations where test anxiety is severe enough to impair the child's quality of life, and to seek professional help (Özer, 1990; Şahin, 1994; Yavuz, & Akagündüz, 2004).

3. Methodology

This research was conducted in a relational screening model. The relational screening model is called the screening approach, which aims to determine the presence of co-variation between two and more variables. In the relational screening model, it is tried to determine whether the variables change together or not, and if so, how they are (Karasar, 2011).

In the researches that seek correlation-type relations, it is tried to learn whether the variables change together or not and if there is a change together, how it happens. In relational research, the comparison type is a research order that has no essay but is close to it (Karasar, 2005:77).

By way of comparison, the reasons for the occurrence of a certain result are tried to be reduced to one. These relationships are put to the test, starting with the most likely solution. You can determine the relationships between variables or compare group averages using various statistical techniques. In relational models, sometimes it is sufficient to determine the direction and level of the relationship, and sometimes statistical comparisons of the cause-and-effect relationship are made. In this research, students' intra-family communication and exam concerns were examined.

3.1 Analysis of Data

Cleaning and editing were done before the data was analyzed. Incomplete or incorrectly filled data are primarily omitted. The number of such data is 16. Later, the remaining data

were cleaned of the extreme value. The extreme values were cleared by looking at Kolmogorov-Smirnov tests, Boxplot graphs, Skewness, and Kurtosis values. After the outlier cleaning, 300 data remained intact data and the analyzes were made on these data. Although data cleaning was performed, it was seen that the data was not suitable for parametric analyzes and non-parametric analyzes were performed. The Mann-Whitney U test was used to find significant differences between the two groups, while the Kruskal Wallis tests were used to find differences in more than two groups. In addition, frequency percentage analyzes and correlation analysis were performed.

3.2 Westside Test Anxiety Scale (WSKO) Analysis

The Acceptance/Interest Dimension and Psychological Autonomy Dimension of the Westside Test Anxiety Scale used in the study and the Mann-Whitney U test in terms of the gender variable and the status of having a room of its own to the total score of the scale; The Kruskal Wallis test was applied in terms of a test score, maternal education status, father's education status, monthly income of the family, the pressure of the family to prepare for the exam, daily preparation time for the exam and the support status of the family in terms of university education. To determine the variables with significant differences in the Kruskal-Wallis test, the whole-digit test was applied.

Table 1: Mann Whitney-U Test of WSKO Scores in terms of Gender Variable

| Gender | N | Rank Average | Mann-Whitney U | Asymp. Sig. (2-tailed) |
|--------------|------------|--------------|----------------|------------------------|
| Female | 170 | 153,09 | 11489,5 | 0,404 |
| Male | 143 | 161,65 | | |
| Total | 313 | | | |

When Table 1 is examined, it is seen that the average rank of male participants is higher than the average of female participants in terms of WSKO scores. As a result of the Mann Whitney-U test, it was determined that WSKO scores did not differ according to gender variable.

Table 2: Mann Whitney-u Test of WSKO Scores
in Terms of the Variable of Having a Room of his Own

| Does he have his own room? | N | Rank Average | Mann-Whitney U | Asymp. Sig. (2-tailed) |
|----------------------------|------------|--------------|----------------|------------------------|
| Yes | 285 | 158,02 | 3700,5 | 0,526 |
| No | 28 | 146,66 | | |
| Total | 313 | | | |

When Table 2 is examined, it is seen that the average of the queue of those who have a room of their own in terms of WSKO scores is higher than the average of the participants who do not have a room of their own. As a result of the Mann Whitney-U test, it was determined that WSKO scores did not differ according to the variable of having a room of its own.

Table 3: Kruskal Wallis Test of WSKO Scores in Terms of Test Score

| Exam Score | N | Rank Average | Chi-Square | df | Asymp. Sig. |
|-----------------|------------|--------------|------------|----|-------------|
| Less than 250 | 61 | 167,65 | 4,237 | 3 | 0,237 |
| Between 250-300 | 90 | 141,67 | | | |
| Between 300-350 | 110 | 158,42 | | | |
| Higher than 350 | 52 | 168,04 | | | |
| Total | 313 | | | | |

As can be seen in Table 3, as a result of the Kruskal Wallis Test, it was determined that WSKO scores did not differ in terms of test scores ($P>0.05$).

Table 4: Kruskal Wallis Test of WSKO Scores in Respect of Maternal Education Status

| Mother Education Status | N | Rank Average | Chi-Square | df | Asymp.Sig. |
|-------------------------|------------|--------------|------------|----|------------|
| Primary School | 31 | 114,19 | 8,983 | 3 | 0,05 |
| Middle School | 34 | 177,74 | | | |
| High School | 103 | 157,91 | | | |
| University | 145 | 160,64 | | | |
| Total | 313 | | | | |

As can be seen in Table 4, as a result of the Kruskal Wallis Test, it was found that WSKO scores did not differ in terms of maternal educational status ($P<0.05$).

Table 5: Kruskal Wallis Test of WSKO Scores in Respect of Father's Education Status

| Father Education Status | N | Rank Average | Chi-Square | df | Asymp.Sig. |
|-------------------------|------------|--------------|------------|----|------------|
| Primary School | 22 | 68,5 | 3,455 | 2 | 0,178 |
| High School | 27 | 79,35 | | | |
| University | 85 | 63,48 | | | |
| Total | 134 | | | | |

As can be seen in Table 5, as a result of the Kruskal Wallis Test, it was determined that WSKO scores did not differ in terms of paternal education status ($P>0.05$).

Table 6: Kruskal Wallis Test of WSKO Scores in Respect of Monthly Income of the Family

| Family's Monthly Income | N | Rank Average | Chi-Square | df | Asymp.Sig. |
|---------------------------|------------|--------------|------------|----|------------|
| Less than 5.000 TL | 32 | 165,73 | 3,918 | 3 | 0,27 |
| Between 5.000 -10.000 TL | 109 | 157,18 | | | |
| Between 10.000 -20.000 TL | 125 | 147,29 | | | |
| More than 20.000 TL | 47 | 176,46 | | | |
| Total | 313 | | | | |

As can be seen in Table 6, as a result of the Kruskal Wallis test, it was found that the WSKO scores did not differ in terms of the family's monthly income ($P>0.05$).

Table 7: Kruskal Wallis Test of WSKO Scores in Relation to Pressure of the Family to Prepare for the Test

| Family Pressure Status | N | Rank Average | Chi-Square | df | Asymp.Sig. |
|------------------------|------------|--------------|------------|----|------------|
| Yes | 116 | 179,88 | 18,859 | 2 | 0 |
| No | 133 | 155,41 | | | |
| No Answer | 64 | 118,85 | | | |
| Total | 313 | | | | |

As can be seen in Table 7, as a result of the Kruskal Wallis Test, it was found that WSKO scores differed in terms of the family's pressure to prepare for the exam ($P<0.05$).

Table 8: Westside Test Anxiety Scale Tamhane Test on the Family's Pressure to Prepare for the Test

| (I) Family pressure | (J) Family pressure | Average Difference (I-J) | Std. Error | Sig. |
|---------------------|---------------------|--------------------------|------------|-------|
| Yes | No | 0,19446 | 0,09102 | 0,098 |
| | No Answer | ,50906* | 0,10903 | 0 |
| No | Yes | -0,19446 | 0,09102 | 0,098 |
| | No Answer | ,31460* | 0,11766 | 0,025 |
| No Answer | Yes | -,50906* | 0,10903 | 0 |
| | No | -,31460* | 0,11766 | 0,025 |

In Table 8, as a result of the Kruskal Wallis Test, it was determined that there was a differentiation between those who selected the no-answer option and the other groups according to the results of the Tamhane test conducted to determine which variables were the differentiation in the WSKO scores, which showed differentiation in terms of the pressure of the family in preparing for the exam.

Table 9: Kruskal Wallis Test of WSKO Scores in terms of Daily Preparation Time for the Exam

| Preparation Time | N | Rank Average | Chi-Square | df | Asymp.Sig. |
|-------------------|------------|--------------|------------|----|------------|
| Between 2-4 Hours | 69 | 153,98 | 8,896 | 3 | 0,031 |
| Between 4-6 Hours | 111 | 174,31 | | | |
| Between 6-8 Hours | 86 | 135,82 | | | |
| More than 8 hours | 47 | 159,31 | | | |
| Total | 313 | | | | |

As can be seen in Table 9, as a result of the Kruskal Wallis Test, it was found that WSKO scores differed in terms of daily preparation time for the exam ($P<0.05$).

Table 10: Kruskal Wallis Test of WSKO Scores in Respect of Family's Support for University Reading

| Family support status | N | Rank Average | Chi-Square | df | Asymp.Sig. |
|-----------------------|------------|--------------|------------|----|------------|
| He is very interested | 185 | 163,23 | 8,006 | 2 | 0,018 |
| Is very interested | 119 | 153,31 | | | |
| Not interested | 9 | 77,67 | | | |
| Total | 313 | | | | |

As can be seen in Table 10, as a result of the Kruskal Wallis Test, it was found that WSKO scores differed in terms of the family's support status in university education ($P < 0.05$).

4. Results

In this section, the analyzes of the data obtained as a result of the application of the scales used in the research are included. Since the data did not show normal distribution, non-parametric tests were applied.

Within the scope of the research, the scores of the students who took the exam in determining their success status were divided into four categories lower than 250, between 250-300, between 300-350, and greater than 350. The parents' attitudes before the exam were measured and then their post-exam scores were added.

There was no difference between the daily study time for the exam and motivation. However, significant differences were found in the dimensions of learning control belief and exam anxiety, which are sub-dimensions of motivation. The belief in learning control, which indicates the student's belief that learning efforts will produce positive results, emerged at the highest level in those who worked 6-8 hours.

Parents who are very interested in their child's college education have higher test anxiety in their children than those who are not interested at all. In this sense, taking too much interest in the child in terms of the exam increases exam anxiety in the child.

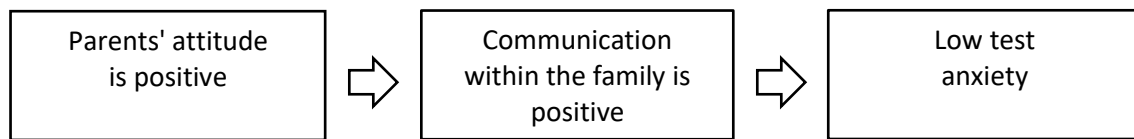
In addition, the family communication of the students who prepared for the exam for more than 8 hours a day was more negative than the group that worked 6-8 hours. In this sense, it is possible to say that studying for more than 8 hours harms a student more than good. There does not appear to be any gender difference between participants in terms of test anxiety. In terms of the score obtained from the exam, there is no significant difference between the groups in terms of test anxiety. There is no significant difference between the groups in terms of maternal education status in terms of exam anxiety. There is no significant difference between the groups in terms of the father's education status in terms of exam anxiety. There is no significant difference between the groups in terms of the family's monthly income in terms of test anxiety.

According to the pressure of the family for the exam, the children who were pressured were higher than those who did not have exam anxiety. Significant differences were found between the groups in terms of exam preparation time. The concerns of those who worked 4-6 hours were higher than the others. The fact that the family is too interested in the child also increases exam anxiety in the child. The more democratic and tolerant the parental attitudes, the better the communication of the children within the family. In his thesis work, Bilgili (2020) found strong relationships between the two variables. The better the parents' attitudes, the lower the test anxiety. Çelenk (2003) found that children who grow up in supportive families in terms of education have higher school achievements. The more motivation increases, the higher the exam anxiety.

After all, the better the parents' attitudes and the more supportive and reassuring the family, the more developed the communication within the family, and the more exam anxiety decrease in the child during the exam period in the family environment where

there is a developed, efficient and healthy intra-family communication dynamic, and the higher the success rate is seen in the child whose exam anxiety decreases.

This is shown in the following figure.



Accordingly, the study has shown that; one of the most important arguments for people, education, and communication is efficiency and sincerity. Every parent, without exception, wants their child to be successful. However, the way in which even the message of wanting something is conveyed greatly affects the result of the desired success. Just as it is possible for the concept of love to be the best for human beings but sometimes the way it is shown to turn into a destructive, damaging, or even the most undesirable form, parents can make their children whom they have raised with love serve the opposite of what is desired due to the mistakes and mistakes made in terms of the way they want their children to want their success and to apply and show the naturalness of their efforts for it. Therefore, the explicit expectation of children in the family is not to show their parents unconditionally their desire for success for themselves, to show their love unconditionally, to show productive directions without irritating, and to know that their parents are with them in all circumstances by sincerely appreciating the achievements achieved. Another important point is to accept by parents that the phenomenon of success consists of certain social patterns and to make them feel that only high scores indexed in exams are valid as a level of success in the children's world. It should not be forgotten that every child is the unexplored planet of his own universe, and just as fingerprints carry the traces and story of each child's world.

What will make families happier than success is the happiness of their children, so perhaps spending and consuming the best ages that family members can communicate with the most and sincerely because of the concerns we create with our own perceptions and interests means a society of successful but unhappy, together but disconnected families at the end of the story.

Conflict of Interest Statement

The author declares no conflicts of interest.

About the Authors

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