Chapter 7
SUMMARY, CONCLUSION, LIMITATION AND RECOMMENDATIONS

The present research is an effort towards finding a way to deal with examination anxiety. The main objective of the study was to understand the magnitude of prevalent test anxiety as well as to understand the effect of EMDR therapeutic intervention. The research was planned with the view that an effective therapeutic programme would help to reduce examination anxiety so that students may appear for examinations with much ease.

An important reason for selecting EMDR was its efficacy in most of the psychological issues, also that, it is a structured programme and can be applied in a planned way.

The summary and conclusion brings forth the success or failure in achieving the objective of the research.

Summary of the Results

Pre and Post Comparisons of EMDR Intervention.

- The findings of the study supported the effectiveness of individual EMDR programme in the reduction of test anxiety among 12th standard students belonging to different academic streams (arts, science, commerce and students preparing for management). Results did not support the
effectiveness of group EMDR intervention programme although the subjects showed reduction in test anxiety symptoms, yet the reduction was not good enough to appear for examinations without anxiety.

- The results of stream x intervention provided a partial support where the EMDR intervention showed significant effect but streams did not show significant effect on test anxiety.

The findings of post assessment in comparison with pre assessment, states that in post assessment individual EMDR intervention subjects benefitted the most.

Conclusion on the basis of result and discussion of the findings

It was found that the purpose of study was achieved to a large extent, The results supported the theoretical base of the study and confirmed the effectiveness of individual EMDR in the reduction of test anxiety.

The demographic factors, such as gender, birth order, socio-economic status of the parent, education of the parent indicated a non-significant role in test anxiety of the student.

Limitations of the study

This study was aimed at identifying and reducing test anxiety among adolescent students appearing for 12th standard examinations. In spite of taking precautions and genuine efforts of implementation, there still remain some limitations, which the researcher could not overcome. Some of the
limitations were due to administrative difficulties and some were due to external factors that were not strictly under the control of the researcher. Following were some of the limitations of the study:

- **Intervening Factors**

  EMDR intervention was provided to the experimental group, during this period, control group was not provided any counseling programme; but it was difficult for the researcher to control the control group from exposing to any intervening factor during that period.

- **Availability of counseling center**

  One of the challenges in the present study was availability of counseling centre for therapeutic intervention. Some colleges did not have a separate counseling centre and for others stipulated fixed time of the researcher was interfering with the time slot kept for other activities held in the counseling center.

- **Drop out**

  In spite of providing the most helpful and encouraging environment, some students dropped out from the session, which was beyond the control of the researcher.

**Scope of Further Research**

This study contributed to a greater understanding of test anxiety in adolescent boys and girls and also the role of EMDR intervention programme
to bring about improvement in dealing with examination situations. The objectives achieved were visible in the results. In addition to these findings, the hallmark of a good research is also to suggest more hypotheses that can be tested in the future work. This study has thrown new possibilities to be explored further. Therefore, based on the present findings, suggestions for future study are given, which are as follows:

- The TAI-W and TAI-E subscales could be included in the study.
- The study of EMDR intervention can have inclusion of follow up study as well.
- Effectiveness of EMDR therapy also can be measured by comparing it with other therapies of counseling.
- Further study can be extended to different age years of population, such as children.
- The sample size could be larger.

Applications and Recommendation

Examinations being the main method of assessment in education evoke anxiety in most of us. This can give rise to test anxiety. EMDR is one approach which can be used as an effective treatment method to deal with symptoms of test anxiety. It is an integrated client centered model that enables people to quickly process and heal from emotional distress. This study will be worth the efforts if more and more people seek assistance and take benefit from it.
Recommendations for College

1. The concept of test anxiety could be introduced in the regular curriculum so that students are aware about its long term implications.

2. Introductory awareness lectures can be given by the concerned teacher who is taking a regular class so that he/she can integrate the concept of test anxiety in a regular lecture.

3. High test anxious students can be separated from the intact classes for intervention.

4. College counselor can be taught the EMDR therapeutic model so that most of the students can get in-house intervention help with no extra cost involved.

Once the students are anxiety free, our presumption is that it can improve the result and also have a test anxiety free environment. Educating educators and masses about debilitating effects of test anxiety is the most important factor as it will control the unintentional traumatization of examinations. The message should include and clarify common myths and misconceptions i.e.

- Test anxiety is a common and a trivial problem.
- One needs to be hard working and conscientious to deal with test anxiety.
- Failures cause test anxiety.
- Test anxiety goes away with time. One just needs to be more regular in studies.
• Test anxiety is good especially for those students who are not regular in their study so having anxiety for examination can act as motivator.