

Abstract

The present research was conducted to determine the efficacy of Coping CAT program for school going children with study anxiety. For this purpose two separate studies were conducted. In study-I a cross sectional research design was used. Data collected through purposive sampling technique, sample of 323 school going children (126 males, 106 females) were drawn from private school with two branches respectively for boys and girls of Lahore, Pakistan. Students responded on Study Anxiety Scale (SAS). Those students score high on study anxiety scale (SAS) were selected for the experimental study. Study II a quasi- experimental research design was used. A sample of 16 students both male (n=8) and female (n=8) were selected for the study- II. Standard progressive matrices (SPM) and strengths and difficulties questionnaire (SDQ) were implemented on those who score higher on study anxiety scale. The sample was then purposively divided into four groups (two group for girls and other two for boys), where each group had 4 participants. Two groups were experimental group while other were control groups. Therapeutic intervention for experimental groups comprised of 14 sessions over a period of 9 weeks. Paired sample t-test indicated that Coping CAT intervention significantly reduce the level of study anxiety in both experimental groups (male and female). Which means that it is effective for school going students who have problem of study anxiety. This finding are encouraging and pave the way for further research examining the effects of coping CAT program in Pakistan.

Keywords: Study Anxiety, School going children, Coping CAT program