

ABSTRACT

The objective of this research was to evaluate the levels of exam anxiety (i.e. mild, moderate and severe) and to find out the prevalence and to investigate risk factors contributing to the exam anxiety among the undergraduate medical students in Lahore, Pakistan. Moreover, this study contributed to find out how to make better learning, teaching, assessment, educational environment and to help the students to develop early medical career stress coping skills to reduce the negative impact of medical life stress on their health.

A cross-sectional approach was conducted by selecting 385 medical students and we used the well-equipped questionnaire device for the data collection. The study focused on both male and female medical students studying either in government or private institutes. A multistage cluster sampling procedure was used to select the representative sample. We considered ordinal logistic regression to estimate the ordinal dependent variable which was categorical in nature, i.e. mild anxiety, moderate anxiety and severe anxiety. We found our best-fitted model based on twelve significant variables (gender, extensive course, feel frightened, negative thoughts, difficult medical concepts, peer pressure, irrational thoughts, memorize textbooks, mobile phone usage, panic attacks, health problems and feel lonely).

To find the best-fitted model AIC was used and to check the explanatory power Nagelkerke's R^2 was used. The findings from AIC and Nagelkerke's R^2 indicates that extensive course (43.1%), feel frightened (34.8%), negative thoughts (38.4%), difficult medical concepts (49.1%), peer pressure (38.7%), irrational thoughts (38.4%), memorize textbooks (36.6%), mobile phone usage (34.3%), panic attack (30.6%), health problem (34.8%) and feel lonely (29.4%) were the important risk factors with the highest R^2 value 36.16337 % and lowest AIC.

The findings of this study revealed that the independent variables i.e. gender, extensive course, negative thoughts, peer pressure, irrational thoughts, memorize books, mobile phone usage, panic attacks, health problems and feel lonely defines a positive relationship meaning that there is a high chance that severe anxiety will increase in the presence of these risk factors. Whereas the independent variables i.e. gender, negative thoughts, difficult medical concepts, irrational thoughts, memorize books, panic attacks, health problems and feel lonely defines a positive relationship meaning that in the presence of these risk factors there is a high chance that moderate anxiety will increase.