6. CONCLUSION

This research work aimed to assess Test Anxiety and compare the effectiveness of Hypnotherapy and Neurolinguistic Programming in dealing with Test Anxiety. An initial sample of 501 Paramedical students was tested for Test Anxiety using a standardized Test Anxiety Inventory. 105 students were selected from among them using purposive sampling (those having severe test anxiety) and were subjected to the intervention phase. Those 105 students having high Test Anxiety were equally divided into three groups i.e. Hypnotherapy, Neurolinguistic Programming, and Control Group (n=35 in each group). Total 10 Therapeutic Intervention sessions were being conducted in each group. Each session lasted for an hour. The post-session scores were compared. The data were analyzed using inferential statistical techniques like Chi-Square Test, Mann-Whitney U Test, and Wilcoxon Test. In the post-intervention data analysis, it was found that Hypnotherapy and Neurolinguistic Programming were both effective in reducing Test Anxiety. However, Hypnotherapy proved to be more effective than Neurolinguistic Programming in terms of post-test scores and follow up scores as well. Certain demographic factors such as age, gender, birth order, and education and occupation of parents also had an impact on the Test Anxiety among Paramedical Students.

The total research sample consists of 501 paramedical students. Proforma contained 90 questions and 4 was the highest number measuring test anxiety level, hence the total maximum test anxiety score was 360. Students who scored more than 197 in their test anxiety score were 105 in numbers. That’s why the researcher sample consists of 501 paramedical students among which 105 students were having high test anxiety scores. The researcher using a random sampling technique classified 105 paramedical students having high test anxiety into three groups.

Group A: Hypnotherapy - 35 Students

Group B: Neurolinguistic Programming - 35 Students

Group C: Controlled Group - 35 Students

The primary and secondary objectives of the study are mentioned below:

Primary Objectives:

1) To study the effectiveness of Hypnotherapy on Test Anxiety among Paramedical students.

2) To study the effectiveness of Neurolinguistic Programming on Test Anxiety among Paramedical students.

3) To compare the effectiveness of Neurolinguistic Programming and Hypnotherapy in the context of Test Anxiety among Paramedical students.

4) To investigate which effect is more persistent after 2 months among Paramedical students.

Secondary Objectives:

- To identify the factors affecting Test Anxiety among Paramedical students such as:
    - Gender
    - Age
    - Birth Order
    - Education of Mother
    - Education of Father

Descriptive Statistical analysis was performed to check the factors affecting students' performance considering test anxiety, stress anxiety. The researcher observed demographic factors affecting students' performance such as age, gender, birth, parents' education, performance in their examinations.

Chi-Square Test was performed to analyze demographic variables and the score categories were compared between the two independent groups:

Group A and Group C

Group B and Group C

Wilcoxon test was performed on paired groups: Group A & Group B. Pre-test data, post-test data, and follow-up test data analysis were performed to check the significant difference in the score category.

Statistical analysis was performed keeping the students into three categories, mild-moderate-and severe anxiety levels categories of 3.8%, 77.6%, and 18.6% scores respectively.

According to the analysis in the moderate category male paramedical students were having higher test anxiety than female paramedical students.

While evaluating the statistical analysis of Parents' education, the results were surprising, the higher the education the parents had, the higher were the test anxiety score among the paramedical students. In the moderate score category Students having a graduate father were

in moderate score category of father's education scored maximum levels of anxiety. (Reference: Index - Chapter 4: Results & Discussion: Figure 4.6.3.1.)

Paramedical students' having Mothers' education of SSC or 10th Pass were having severe test anxiety scores. (Reference: Index - Chapter 4: Results & Discussion: Figure 4.6.3.3.)

Table 6.1. Mother's Education Affecting Test Anxiety Scores of Paramedical Students

Sr.	**Paramedical Students' Mothers' Education**	**Test Anxiety Scores**
1	Up to SSC / 10th Standard	Severe Test Anxiety Scores
2	HSC / 12th Standard	Mild Test Anxiety Scores
3	Graduate and Postgraduate	Low Test Anxiety Scores

The statistical analysis of mild-moderate-and severe categories of parents' occupation did not show any significant difference in the measures of test anxieties in Paramedical students. (Reference: Index - Chapter 4 Results & Discussion: Table 4.7.)

Table 6.2. Test Anxiety Scores vs. Paramedical Students Parents' Occupation

Sr. No.	Paramedical Students Parents' Occupation	Test Anxiety Scores
1	Parents having business	Severe Test anxiety
2	Parents having Service	Moderate Test Anxiety
3	Parents having Profession	Low Test Anxiety

Based on Statistical Analysis of Chi-Square Test: Score-Category and Demographic Variables, the researcher observed two demographic components: gender and mothers' education of paramedical students were highly affecting students' test anxiety scores. Fathers' education was severely affecting paramedical students' test anxiety scores. P-value of Chi-Square Tests reflected parents' occupations were not associated with the score category of paramedical students.

Age and Test Anxiety:

Age was another significant demographic variable affecting Paramedical Students Test Anxiety levels. The researcher performed a descriptive statistical analysis and noted the standard deviation of 0.95 ± 18.5 was found between the age group of 17 to 21 years. It means students pertaining to the age group of 17 years were having less Test Anxiety and the students in 21 years age group were having severe Test Anxiety.

Gender and Test Anxiety:

Demographic variables such as gender have also been observed to have an influence, with girl paramedical students performing to encounter a more elevated level of Test Anxiety correlated to boy students. There was a significant association of gender affecting paramedical students test anxiety levels. Female students having Severe Test Anxiety were higher compared to male students.

Birth Order and Test Anxiety

A significant association was found between the Birth Order of the child and the Test Anxiety score of that child. The maximum proportion of Severe Score in Test Anxiety was found among those who were the only child while the proportion was lowest among those who were the Second child. It was also observed that the firstborn had more test anxiety.

Table 6.3. Proposed Hypothesis & Research Outcome

Hypothesis	Proposed Hypothesis & Research Outcome
Hypothesis 1:	**Proposed:** There will be no significant difference in the pre-test scores and post-test scores of Group A [Hypnotherapy Group].
	Outcome: There is a highly significant difference in the pre-test scores and post-test scores of Group A [Hypnotherapy Group] and it's a desirable difference. It means that all the subjects showed decreased anxiety levels after the Hypnotherapy sessions. The intervention did make a significant difference in the anxiety scores.
Hypothesis 2:	**Proposed:** There will be no significant difference in the pre-test scores and follow-up scores of Group A [Hypnotherapy Group]
	Outcome: There is a highly significant difference in the pre-test scores and follow-up scores of Group A [Hypnotherapy Group] and it's a desirable difference. It means that intervention did help all 35 students as they had reduced score categories in follow-up when compared to the pre-test. Thus, exhibiting that Hypnotherapy had a positive effect on the reduction of test anxiety among students.
Hypothesis 3:	**Proposed:** There will be no significant difference in the post-test scores and follow-up scores of Group A [Hypnotherapy Group].
	Outcome: There is a highly significant difference in the post-test scores and follow-up scores of Group A [Hypnotherapy Group]. It's neither desirable nor a positive difference. It means that though there was a significant difference it was not desirable. Thus, it shows that Hypnotherapy does not have a sustained effect on students in the reduction of Test Anxiety as the anxiety increased among 12 students.

Hypothesis	Proposed Hypothesis & Research Outcome
Hypothesis 4:	**Proposed:** There will be no significant difference in the pre-test scores and post-test scores of Group B [NLP Group].
	Outcome: There is a highly significant difference in the pre-test scores and post-test scores of NLP Group B and it's a desirable difference. It means that though not all had a positive effect of Neurolinguistic Programming, still a significant number of students had a reduction in anxiety due to the intervention in the Neurolinguistic Programming Group (Group B).
Hypothesis 5:	**Proposed:** There will be no significant difference in the pre-test scores and follow-up scores of Group B [NLP Group].
	Outcome: There is a highly significant difference in the pre-test scores and follow-up scores of Group B [NLP Group] and it's a desirable difference. It means that the positive effect of the intervention was still evident in almost all the students.
Hypothesis 6:	**Proposed:** There will be no significant difference in the post-test scores and follow-up scores of Group B [NLP Group].
	Outcome: There is a highly significant difference in the post-test scores and follow-up scores of NLP Group B and it's a desirable difference. It means that the effect of Neurolinguistic Programming was sustained even after the intervention and it further reduced the anxiety.
Hypothesis 7:	**Proposed:** There will be no significant difference in the pre-test scores and post-test scores of Group C [Control Group].
	Outcome: There is a highly significant difference in the pre-test scores and post-test scores of NLP Group B and it's neither a desirable difference nor a positive difference.
Hypothesis 8:	**Proposed:** There will be no significant difference in the pre-test scores and follow-up scores of Group C [control Group].
	Outcome: There is a significant difference in the pre-test scores and follow-up scores of NLP Group B and it's neither a desirable difference nor a positive difference.

Hypothesis	Proposed Hypothesis & Research Outcome
Hypothesis 9:	**Proposed:** There will be no significant difference in the post-test scores and follow-up scores of Group C [Control Group].
	Outcome: There is a significant difference in the pre-test score categories and follow-up score categories in the Control Group (Group C), however, the result is neither a desirable difference nor a positive difference.
Hypothesis 10:	**Proposed:** There will be no significant difference in the post-test scores of Group A [Hypnotherapy Group] and Group B [NLP Group].
	Outcome: There is a highly significant difference in the post-test scores of Group A [Hypnotherapy Group] and Group B [NLP Group] with Group B [NLP Group] on the higher side. It means that the Neurolinguistic Programming group had more anxiety score categories when compared to the Hypnotherapy group.
Hypothesis 11:	**Proposed:** There will be no significant difference in the post-test scores of Group B [NLP Group] and Group C [Control Group].
	Outcome: There is a highly significant difference in the post-test scores of Group B [NLP Group] and Group C [Control Group] with the Group C [Control Group] on the higher side. It means that immediately after the intervention, the Control group had more students with higher anxiety score categories.
Hypothesis 12:	**Proposed:** There will be no significant difference in the post-test scores of Group A [Hypnotherapy Group] and Group C [Control Group].
	Outcome: There is a highly significant difference in the post-test scores of Group A [Hypnotherapy Group] and Group C [Control Group] with Group C [Control Group] on the higher side. It means that the Control group had more anxiety score category students when compared to the Hypnotherapy group.

Hypothesis	Proposed Hypothesis & Research Outcome
Hypothesis 13:	**Proposed:** There will be no significant difference in the follow-up scores of Group A [Hypnotherapy Group] and Group B [NLP Group].
	Outcome: There is a highly significant difference in the follow-up scores of Group A [Hypnotherapy Group] and Group B [NLP Group] with NLP Group B on the higher side. It means that in the Neurolinguistic Programming group, there were students with more anxiety score categories when compared with the Hypnotherapy group.
Hypothesis 14:	**Proposed:** There will be no significant difference in the follow-up scores of Group B [NLP Group] and Group C [Control Group].
	Outcome: There is a highly significant difference in the follow-up scores of Group B [NLP Group] and Group C [Control Group] with Control Group C on the higher side. It means there were more students with anxiety score categories in the Control group when compared to the Neurolinguistic Programming Group (Group B).
Hypothesis 15:	**Proposed:** There will be no significant difference in the follow-up scores of Group A [Hypnotherapy Group] and Group C [Control Group].
	Outcome: There is a highly significant difference in the follow-up scores of Group A [Hypnotherapy Group] and Group C [Control Group] with Group C [Control Group] on the higher side. It means that in the follow-up data, the Control Group (Group C) had more students with a high anxiety score category compared to the Hypnotherapy Group (Group A).

The researcher concluded that Hypnotherapy was comparatively more effective than NLP or Control Group. The possible reasons for this finding were:

- Hypnotherapy involves the unconscious mind, therefore the autosuggestions created during trance state help the individual stay calm and deal with anxiety in a much effective manner than dealing it with the conscious mind, e.g. in the case of aggression, we know at the conscious level that it's not good to get angry or it has a negative impact on ourselves, in spite of knowing the side effects of aggression, we cannot hold our anger. Instead of this if we try to work this out at the tranced state of mind, we might listen and implement the positive suggestions.

- During the intervention phase, it was seen that the mind and body are relaxed enough so that the mind is ready to take positive suggestions. When a person is in a trance-like state the critical analysis ability is minimal, so to every positive suggestion, there will not be an argument or an excuse for feeling nervous or anxious.
- Hypnotherapy also takes care of the breath watching pattern and progressive muscular relaxation which signifies that a relaxed body with a calm breathing pattern one can't have an anxious mind.
- Anxiety is a learned phenomenon. It's not a privilege by birth. It is acquired therefore one can unlearn and relearn the correct set of behavior patterns with regards to anxiety-related behavior mechanisms.
- NLP, though not as effective as Hypnotherapy but still has been effective enough to curb Test Anxiety which proves that language and perspective in one's thought process can bring a favorable change.