

# Review of: "The Assessment of Anxiety Levels in Undergraduate Medical Students and The Determination of Various Coping Mechanisms Used"

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Potential competing interests: No potential competing interests to declare.

It has been a special privilege to read your research. I have some very small suggestions.

In the introduction section, the problem to be solved and the theoretical basis for the solution are not adequately stated. In the first and third paragraphs of the introduction, it is discussed that the examination system is a trigger for students to experience anxiety and the examination system in Pakistan is a factor that influences students to experience anxiety. It can be argued that examination-induced anxiety is a context for your study of anxiety among Pakistani university students. In general, you have overly described exam-induced anxiety and lacked a discussion of the core issue you were trying to address. In this study, the central question you address is the current state of anxiety among college students and its relationship to coping styles.

The following is suggested

- (1) To recapitulate the context of the study that the examination system triggers test anxiety and to point out the possible impact of the examination system in Pakistan on students' experience of anxiety.
- (2) The definition of test anxiety was deleted (because test anxiety was not measured).
- (3) To add to the literature to clarify why the current situation of college students' anxiety is studied and the possible differences of college students' test anxiety in terms of age, gender, etc.
- (4) An overview of the multiple causes of test anxiety affecting college students. Specifically points out the important value of studying coping styles. The status of college students' coping styles (as covered in the Methods and Results section). Cite theories of how coping styles affect test anxiety to illustrate the relationship between coping styles and anxiety. Alternatively, discuss the reasons why coping styles influence test anxiety.
- (5) Outline the research objectives of this study (current state of anxiety, current state of coping styles, relationship between anxiety and coping styles), and indicate the possible value of this study.

Methods and Results

- (1) Please provide the Cronbach coefficients for the scales.
- (2) Results were presented using tables whenever possible.

Discussion.

- (1) Note that your study is about the anxiety levels of college students in the context of the testing system, not test anxiety.
- (2) The first paragraph gives an inadequate summary of what this study entails.
- (3) In the second paragraph, in terms of explanation, I hope you will provide the appropriate references.

- (4) The writing of the second, third, and fourth paragraphs could be more generalized.
- (5) The relationship between coping styles and anxiety is not discussed.