

Examination Anxiety among Secondary Level students.

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Abstract: Examination is usually a major source of concern to students. In secondary level, education is mostly examination - oriented and target of the students is only to achieve higher marks which automatically brings an excessive stress in the minds of the students. In such a case examination anxiety is a common problem among the students. This study therefore, investigated examination anxiety among secondary school students of Tinsukia District, Assam. The study adopted simple survey method. a sample of 300 students (Male = 140 and Female=160) were randomly selected from fifteen secondary schools (Govt.aided=8 and private=7) in Tinsukia District of Assam. The instrument employed was adopted scale titled Examination anxiety scale (EAS-ss).Mean, S.D, t-test were used to analyze the data. The study revealed that nearly 39.67 % of the secondary school students having high or extremely high level of anxiety about their examination. Besides, a significant difference was also observed between the male and female students with respect to their examination anxiety. Female students display more anxiety in comparison to their male counterpart. Further, the study demonstrates that there is a significant difference in Examination anxiety of secondary school students in terms of their locality and management type of institution.

Key words: Examination Anxiety, Secondary school, Gender, locality, management type of the institution.

Date of Submission: 25-01-2019

Date of acceptance: 07-02-2019

I. INTRODUCTION

Education is a process through which efforts are made to change the thinking and behaviour of individual in desirable direction. In order to find out how much this objective has been achieved, it is measured through conducting test on students. This process of testing is called examination. In brief it can be said that educational system is an empty vase without examinations.

“ Examination is the process of analysis, identification, and evaluation, interpretation in any type of academic evaluation conducted to measure and assess the students’ academic performance”. The term examination cannot be differentiated from Testing. Function of both there system, is the evaluation and assessment of student’s performance,

Tests and examinations are the way through which the academic achievements and accomplishments of the students have been measured in their formal education. It is an integral part of education as the certification of the students depends on it. In present era, the competition in every sphere of life makes it more essential and the students have to secure a good mark in their examination for their accomplishments and success. Hence, numerous students feel anxious about their forthcoming examinations. The term ‘Anxiety’ did not gain currency in the psychological literature until the 1930’s (Sarbin, 1968). Anxiety is a response to threat (Campbell, 2004). Today, anxiety is a common phenomenon of everyday life. It plays a crucial role in human daily life because all of us are victim of anxiety in different ways (Goodstein & Lanyon, 1975)

Test anxiety (Luria, Brown, and Neumann, 1930) or Exam. anxiety (Siever, 1980) is a special form normal anxiety (Dehadray, 2013) or is the special case of general anxiety (Sieber, 1980). Students to feel tense and worry during an examination (Gierl & Rogers, 2002). Test anxiety is a situational form (Halder, Bairagya & Mete, 2014) of anxiety specific to stuations where individuals are being evaluated on their comprehension of a subject (Ormrod, 2011). Anxiety is more common at test period. Too much anxiety about a test is commonly during an examinations (Akca , 2011) , Spilberger (1095) defined Test anxiety is an unpleasant emotional state that occurs in a formal test or evaluation and has cognitive, affective, behavioural characteristics that make the individual feel stressed and hinder the individual from showing his or her actual performance. Zeidner,

(1998) defined Test anxiety as a set of phenomenological, psychological, and behavioural response that accompany concerns about possible negative consequences or failure on an exam or similar or similar evaluative situation. Examination Anxiety is a situational. It appears when the

examination comes and automatically disappears when the examination is over. It is a state in which a student fails to concentrate on a test and experiences excessive tension and nervousness. They may also fail to recall the things which they had studied or prepared for the examination. It is an unpleasant state of inner turmoil and often accompanied by fear, worry, fatigue, sweating, faster heart beats, restlessness, nervousness etc. **CHUKWU (2014)** conducted a survey on Test Anxiety among secondary school students and found that male students have high test anxiety in comparison to the girls. Again, **Soundararajan (2013)** in his study found no difference in the levels of test anxiety between male and female students of both private & government schools at higher secondary stage. The studies reveal that the status of examination anxiety is changing time to time and place to place. Thus, there is no doubt that studying the examination anxiety levels of Secondary students is a very important and interesting topic in research.

II. NEED AND JUSTIFICATION OF THE STUDY:

Secondary level is an important sub-section of the entire educational system. On the one hand, it provides the middle level work forces for the economy and on the other hand, it acts as a feeder for the higher level of education. It is a stage where a student enters adolescence. The basic perception and modes of behaviour start taking shape and problems of adjustment with the new roles in life.

Although examinations are necessary and no educational system can be complete without examination. At the same time it is an admitted fact that some students get fearful of examination. Some fall ill before starting of examination due to fear of examination. Some excitement for examination is normal and even beneficial. But quite a bit of examination anxiety is probably the result of pressure to maintain or get good grades. The worry component consists of internal expectations of failure based upon past performance. This time of evaluation, such as memory recall, distractibility and deficits in general concentration. “Some students experience genuine, deep-rooted problems in examinations. Their mind goes blank, they get the shakes, their hands go numb and they suffer from any number of sudden disabilities” (Hall, A, 1975).

Many researches have already been conducted, in area of student's anxiety of examination. Keeping in view the situation and the previous studies conducted in the field of examination anxiety, provided the researcher a sound ground to conduct this study.

III. OBJECTIVE

The objective of the present study are:

1. To study the levels of examination anxiety among Secondary students.
2. To compare the examination Anxiety of the Secondary students in relation to their gender (boy/Girl)
3. To study the difference in of examination anxiety of the Secondary students in relation to the locality of the school (Urban / Rural)
4. To study the difference in examination anxiety of the Secondary students in relation to the management type of the school (Govt. aided / Private)

Hypothesis:

H₀₁: There exists no significant difference in Examination Anxiety of Secondary students in relation to their gender.

H₀₂: There exists no significant difference in Examination Anxiety of Secondary students in relation to the locality (Urban / Rural) of the school.

H₀₃: There exists no significant difference in Examination Anxiety of Secondary students in relation to the management type of the school (Government / Private).

IV. METHODOLOGY

Simple survey method was used in this study. In order to achieve the above-cited objective, the various aspects of the methodology followed were: Sample, tools, procedure of data collection and statistical s

Population and Sample

All the students of XI and XII standards studying in different secondary schools of Tinsukia District of Assam constitute the population of the study.

A sample consisting of 200 students belonging to different communities which included males, females; studying in English medium (Private) and Government aided schools was selected on stratified random

sampling basis from schools i.e. 8 government and 7 private schools spreaded in and around the Tinsukia district of Assam. Distribution of sample is furnished in the following Table No. 1.

Table 1: Distribution of the sample:

Distribution of the schools		Distribution of respondents (students)					
Govt. Aided: 8	Private-7	Gender		Locality		Type of School	
		Male	Female	Urban	Rural	Govt. Aided	Private
		140	160	180	120	135	165

Tools used

For the study the tool published by the National Psychological Corporation was adopted by the Investigator for collecting data.

Examination Anxiety Scale (E S-SS), was developed by Dr. Subsash Sarkar. The scale consists of 50 items & is a Three-point, viz, Undecided, agree and disagree scale.

Procedure of data collection

After selecting the 300 students of selected schools, the investigator approached them individually and requested them to fill up the Examination Anxiety - Scale (Es-ss). Though the tool was self administering, the investigator explained the students how to fill the tools. After the collecting the filled in tool, it was scored and tabulated systematically for statistical calculation.

Statistical techniques used

The investigator used the statistical techniques like Mean, standard deviation and ‘t’-test, etc for analyzing and interpretation of the data collected for the study. The analyzed results are presented in the following tables under different headings.

Analysis and interpretation

The objective - wise analysis of collected data for the study are presented below: -

Objective1: To find out the different levels of Examination Anxiety of Secondary students.

Data were collected from different Secondary school students irrespective of their gender, locality and management type of the institution. After analyzing the collected data the investigator found the following result regarding the different levels of test anxiety among higher secondary students.

Table 1: Level wise identification of students having Examination Anxiety.

Level of test anxieties	No. Of students	Percent
Extremely high	70	23%
High	50	16.67%
Above average	48	16.35%
Average/Moderate	42	14%
Below Average	40	13.33%
Low	32	10.67%
Extremely low	18	6%

It is inferred from the above table that 39.67% students have high or extremely high level of examination anxiety. On the other hand only 16.67% students possess low or extremely low level of examination anxiety.

Objective 2: To study the levels of Examination Anxiety of the Secondary students in relation to gender.

H₀₁: There exists no significant difference in Examination Anxiety of Secondary in relation to their gender.

Table 2 : Examination Anxiety level on basis of Gender.

Level of Examination anxiety	Gender		Total
	Male	Female	
Extremely High	30 (21.28 %)	40 (26.85%)	70
High	20 (14.18%)	30 (20.3%)	50
Above Average	20 (14.18%)	28 (8.79)	48
Average	12(8.51%)	20 (13.42)	42

Below Average	29 (20.57%)	11 (7.38%)	40
Low	20 (14.18%)	12 (8.05%)	32
Extremely Low	10 (7.09%)	8 (5.37%)	18

Table 2 reveals that in the 35.46% Male students have high or extremely high level of examination anxiety and in the case Female it is 47.15%. On the other hand only 21.27% Male students possess low or extremely low level of examination anxiety and in the case of Female students it is 12.73%.

Table 3 : ‘t-test’ showing significance of the mean difference in Examination Anxiety scores of the Secondary students on the basis of gender.

Gender	N	Mean	SD	t value	Level of Significance
Female	160	87	20.6	2.59	Sig
Male	140	81	19.5		

The results presented in table 3 showed that the computed t-value is 8.55 which is higher than the critical value at 0.01 level (2.58). Hence, mean difference is significant and the null hypothesis is rejected. So, we can conclude that there is significant difference in Examination Anxiety among the students of Secondary level in relation to their gender (male / female). Female students experienced more anxious as compared to made students.

Objective 3 : To study the levels of Examination Anxiety of the students of Secondary in relation to the locality.

H₀₂: There exists no significant difference in Examination Anxiety of Secondary students in relation to their locality.

Another objective of the study is to determine the locality –based or area-based differences of Examination anxiety among of Secondary students. It means whether the levels of Examination anxiety among the students of urban area differ from the Examination anxiety levels of students of rural area. Now, anxiety score of students having rural and urban background are calculated separately and the investigator found the following outcome :--

Table 4 : Examination Anxiety levels of the students on the basis of locality.

Level of Examination anxiety	Locality		Total
	Rural	Urban	
Extremely High	25 (20.73%)	45 (25%)	70
High	17 (14.17%)	40 (22.22%)	57
Above Average	18 (15%)	23 (12.99%)	41
Average	18 (15%)	24 (13.35%)	42
Below Average	17(14.17% %)	23 (12.78%)	40
Low	15 (12.5%)	17(9.44%)	32
Extremely Low	10(8.35%)	8 (4.44%)	18

Table 6 reveals that in the 34.90% rural students have high or extremely high level of examination anxiety and in the case Urban student it is 47.22%. On the other hand only 20.85% rural students possess low or extremely low level of examination anxiety and in the of case of Urban students it is 13.88%.

Table5: ‘t’ test showing significance of mean difference in Examination Anxiety scores of the Higher Secondary Students on the basis of locality.

LOCALITY	N	Mean	SD	T value	Level of Significance
Urban	180	87.71	20.69	2.75	Sig
Rural	120	81.31	19.01		

Froms the above table it was found that calculated value is higher than the critical value at 0.01 level. Hence, it is significant at this level and thus, we reject our hypothesis here. Therefore, it can be said that there exists a significant difference between the students from urban and rural area regarding their Examination anxiety.

Objective 4: To study the difference in Examination anxiety of the Secondary students in relation to the management type of the school (Govt. Aided / Private)

H₀₃: There exists no significant difference in Examination Anxiety of Secondary students in relation to the management type of the school (Govt. Aided / Private).

After collecting data for studying the levels of Examination Anxiety of the Secondary Students in relation to management type of the institutions, i.e. Private or Government, the investigator found the following result:-

Table 6 : Level wise identification of students having Examination Anxiety on the basis of the management type of the institutions.

Level of Examination anxiety	Management Type		Total
	Govt. Aided	Private	
Extremely High	25 (18.31%)	45 (27.27%)	70
High	20 (14.81%)	30 (18.18%)	50
Above Average	19 (14.07%)	29 (17.58%)	48
Average	12 (8.89%)	30 (18.18%)	42
Below Average	30 (22.22%)	10 (6.06%)	40
Low	19 (14.07%)	13 (7.89%)	32
Extremely Low	10 (7.41%)	8 (4.84%)	18

Table 6 reveals that in the 33. 21% Govt. Aided students have high or extremely high level of examination anxiety and in the case Private student it is 35.76%. On the other hand only 21.48 Govt. Aided students possess low or extremely low level of examination anxiety in the case of Govt. Aided students and in the of case of Private students it is 12.73%.

Table 7 : ‘t’ test showing significance of Mean in Examination Anxiety scores of the Secondary students on the basis of management type of the institution.

MANAGEMENT	N	Mean	SD	T value	Level of significance
Private	165	89.17	22.17	3.40	Significant
Govt. Aided	135	80.85	20.19		

The result presented in Table 7 showed that the computed t-value 3.40 is higher than the critical value at 0.01 level. Hence, it is significant and we the null hypothesis can be rejected. So, It can be said that there is a significant difference between the students of type of the institution (Private/ Govt. Aided)

Major Finding of the study:--

1. 39.67% students have externally high or extremely high level of anxiety toward Examination. 30% students have average or above average level of examination, anxiety.
2. The students having low or extremely low examination anxiety are very less in number. Only 16.67% students possess this.
3. 47% female students have extremely high or high anxiety towards examination where as in case of male students it is 36%.
4. The study reveals that there is a significant difference in Examination anxiety among secondary students on the basis of gender (male / female), locality (Urban / rural) & management type (Govt. Aided / private).
5. High examination anxiety is more in Urban Students (47%) than the rural students (38%).
6. 45.45 students from private institution have high or extremely high level whereas only 33.12 % students from the Govt. Aided institution possess it.
7. In the case of low or extremely low examination anxiety Govt. Aided students (21.48%) are more than private school students (12.73 %).

V. CONCLUSION

Examination anxiety is a growing problem. It is very common to have some examination anxiety to perform better, but too much anxiety is really harmful. The students of this grade are very immature adolescence who sometimes find difficult to cope with this type of examination anxiety. As a result this anxiety can become the barrier in performing better. In extreme case student become so helpless that they commit suicide. Educational psychologist also viewed that too much examination anxiety can hamper the mental health of students Hence the parents and teacher should try to help their to help their children in coping with examination (anxiety)They should try to help the students in building

confidence to make prepared for examination in an organized way, help them in finding out the actual causes of that types of anxiety help them in doing some 'Yoga' or meditation to make them calm. They should also try to help the students to learn how to relax to take healthy food and to have a good sleep. Teacher should try to create a healthy competitive environment in the classroom. Frequent class test should be arranged and some remedial teaching or class should be arranged for the low achievers. In extreme case the students should be referred to a counsellor for help Parent and teachers are the most important factors for creating examination (phobia) among the students. So they should be very much careful with the students .They should not create 'do or die' situation for performing well in the examination. Moreover they should try to deal with the students with utmost care love, cooperation so to help them for better future.

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Susanta Roy Chowdhury. " Examination Anxiety among Secondary Level students. " *IOSR Journal of Humanities and Social Science (IOSR-JHSS)*. vol. 24 no. 02, 2019, pp. 23-28.