

EXAM ANXIETY AMONG HIGHER SECONDARY STUDENTS OF KANYAKUMARI DISTRICT-A FACT FINDING STUDY

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ABSTRACT

Evaluation and examination are very important to assess the standard of education. It is told examination is a necessary evil. Examination is conducted to make the students promote from one to another. Hence it develops tension among the students. The investigator wanted to test the level of exam anxiety of students during examination. Hence the investigator attempts to explore the study on "Exam Anxiety of Higher Secondary Students". Normative survey method was adopted and the findings of the study reveal that there was significant difference between urban and rural, government and private higher secondary students in their exam anxiety.

Keywords: Anxiety, Examination, Evaluation

INTRODUCTION

An examination is a measurement or assessment, frequently administered on paper, exam are over and over again used education, qualified certification, analysis psychology, along with any other fields. Examination helps the teacher to find out the weakness and strength of the student (J.C. Aggarwal, 2005). "Examination is the aspect of the educational process which is intimately linked with its other important aspects teaching and learning and that teaching, learning and examination actually constitute a unity of functions. Teaching as well as learning is bound to be affected by a defective examination system, since both are dominated by the objectives that govern examinations" (Bhushan, 2006).

Test Anxiety is the mental distress and fever experienced by pupil when they have to face examinations of any type of its related activities (Mandler 1952). According to Hong 1998, a complex multidimensional constructs involving cognitive, effective, physiological and behavioral reactions to evaluative situations. Too much of anxiety about a test is commonly referred to as test anxiety. It is perfectly natural to feel some anxiety. An effect people in every field of life, whenever people of all ages have to be evaluated assisted and graded to their abilities, achievements or interests. Test anxiety is a psychological condition in which people experience extreme distress and anxiety in testing situations. While many people experience some degree and anxiety before and during

exams, test anxiety can actually impair learning and hurt test performance. A little bit of nervousness can actually be helpful, making you feel mentally alert and ready to tackle the challenges presented in an exam. Excessive fear, on the other hand, can make it difficult to concentrate and you might struggle to recall things that you have studied. Exam Anxiety can be a deliberately problem for many students, impairing their performance and undermining their well-being and still a fact for many others. Every student at one time or another does feel some level of anxiety when preparing for exam, Exam Anxiety typically occurs when a student is faced with a challenging, threatening or different situation. Fear of possible failure is very evident. Exam Anxiety describe responses specific to evaluate situations in which, especially in situations in which others evaluate or observe. The exam anxiety is a combination of perceived physiological over arousal, feelings of worry and dread, self-deprecating thoughts, tension and semantic symptoms that occur during exam situations. It is a physiological condition in which people experience extreme stress, anxiety, and discomfort during or before taking a test. Test anxiety can also be labeled as anticipatory anxiety, situational anxiety or evaluation anxiety. Some anxiety is normal and often helpful to stay mentally and physically alert. The media reporting a number of suicides and suicidal attempts by children as young as 14 to 17 due to the fear of the boards, or their poor performance in the exam.

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SIGNIFICANCE OF THE STUDY

The world we live today in changing very fast. In this changing world everyone has to contort anxiety in one way or the other. People prone to experience anxiety are associated with prevailing timidity, low self esteem and feelings of inferiority. Anxiety is one of the main factors which inhibit learning process and educational achievement. According to Sullivan (1953), "Anxiety distorts the individual's perception of reality, limits the range of stimuli that are perceived and causes those aspects of personality that are disapproved factors that affect the achievement of students . The test anxiety is a mental state of worry, concern and understanding due to the encountering of situations of test examinations- Oral or written which act as a constant source of uneasiness for the individual and impairs the performance of the subjects . Sara son (1973) conceives test anxiety as tendency to emit personalized task irrelevant responses when the individual experiences heightened awareness that his performance is being evaluated. Today students are very much worried about the outcomes of examinations .All students possess some amount of anxiety become an inhibiting factor .Educational achievement is influenced by different factors. Exam anxiety is one of the important non-cognitive variables which affect the achievement of students. Whenever there is a difficult situation, anxiety results. Throughout their educational career students are subjected to a number of evaluations and tests, yet most of the students face only normal amount of nervousness, but some students are not able to cope well interesting situations. This problem act as an obstacle especially in attaining jobs Exam anxiety, which affects the test scores and consequently the grades of students, thereby creating career and academic problems. Whenever there is a difficult situation, anxiety occurs. Throughout their educational career students are subjected to a number of evaluations, tests and exams, yet most of the students face only normal amount of nervousness, but some students are not able to cope well in testing situations and may experience substantial levels of anxiety, which has a detrimental effect on exam program, exam scores and consequently their advancement in many related areas, This problem act as an

obstacle especially in attaining jobs relevant to academic training and qualifications to these anxious students. Past research also reveals that anxieties related to their exam and performance depict responses that accord in situations of evaluation. The historical survey also reveals that performance declines in evaluation situations as a result of exam anxiety.

India is a developing country and new patterns and life styles are emerging professional education and careers. Unfortunately due to limited resources and seat available in college and universities especially for professional education, the competition among students is increasing. Demand on the students to do well on exams by parents and a teacher is nowadays a reality. With increasing demands and pressures being placed on students to achieve higher exam scores, and perform at a maximum level education has become a challenge for the students. This sense of completion and challenge can result in yielding negative forms of anxiety. Some people get mentally debilitated by exam anxiety. Exam anxiety can cause elemental effects and can seriously ruin ever at performance. Student can end up with a sense of fertility and feelings of worthlessness. Examination is a tension creating situation. In this dynamic and competitive society, the learners have to face lot of tense situations and overcome those situations. There are individual differences is facing the tension. Some face it very challenging and supportively. But few may develop great difficulties and cause anxieties. Too much of anxiety cause negativism in obtaining the desired goal, hence the investigator made an attempt to study Exam Anxiety of Higher Secondary Students

OBJECTIVES OF THE STUDY

The objective of the study was
To investigate the level of exam anxiety of higher secondary students with reference to background variables namely gender, locality and type of institution.

HYPOTHESES OF THE STUDY

To achieve the objectives of the study the following research hypothesis were framed

1. There is a significant difference between higher secondary students in their exam anxiety with respect to the type of institution

2. There is a significant difference between higher secondary students in their exam anxiety with respect to gender
3. There is a significant difference between higher secondary students in their exam anxiety with respect to the locality

DESIGN OF THE STUDY

This study explore to find out the level of “Exam Anxiety of Higher Secondary Students in Kanyakumari District, Tamilnadu, India”. As far as the problems and objectives of the study are concerned it is to investigate the present status. Hence the investigator selected the normative survey method for conducting the study.

Table: 1 Schematic Representation of Research Design

Type	Source
Nature of the study	Survey method
Variables	Exam anxiety
Tool used	Students Exam anxiety scale Prepared by the investigator & personal data sheet
Sample selected for the study	100 higher secondary students
Statistical Technique	Mean, Standard Deviation, ‘t’ test, and ‘F’ test

STATISTICAL TECHNIQUES EMPLOYED.

Statistical methods are extensively used in educational research. They are used for collecting, organizing, analyzing and interpreting data. The statistical techniques used for the present study are

1. Arithmetic Mean
2. Standard Deviation
3. ‘t’ test

Hypotheses Testing

Ho .1: There is no significant difference between Private and Government higher secondary school students in their exam anxiety.

Table -2

Variable	Mean	Standard deviation	‘t’ test	Remarks 5 % level
Anxiety	Government	42.8980	2.048	S
	Private	45.1373		

An analysis of table: 4.1 reveals that the calculated ‘t’- 2.048 is greater than the table value 1.960 at 0.05 level of significance with a difference of 98. Hence the null hypothesis is rejected and research hypothesis is accepted. It is referred that there is significant difference between Private and Government higher secondary school students in their exam anxiety. From the mean value it is decided that the private higher secondary school students have higher exam anxiety than the government higher secondary students.

Ho.2: There is no significant difference between male and female higher secondary school students in their exam anxiety.

Table -3

Gender	Mean	Standard Deviation	‘t’ test	Remarks at 5% level
Anxiety	Male	44.2105	0.352	NS
	Female	43.8140		

The analysis reveals that the calculated ‘t’ value is .352 is less than the table value 1.960 at 0.05 level of significance with a difference of 98. Hence the null hypothesis is accepted. It is inferred that there is no significant difference between the male and female higher secondary students in their exam anxiety.

Ho.3: There is no significant difference between rural and urban higher secondary students in their exam anxiety.

Table- 4

Variable	Mean	Standard deviation	‘t’ test	Remarks at 5% level
Anxiety	Rural	42.8980	2.048	S
	Urban	45.1373		

The analysis reveals that the calculated 't'-value is 2.048 is greater than the table value 1.960 at 0.05 level of significance with a difference of 98. Hence the null hypothesis is rejected and research hypothesis is accepted. It is inferred that there is significance difference between rural and urban higher secondary school students in their exam anxiety. From the mean value it is decided that rural higher secondary students have less anxiety than the urban higher secondary students.

FINDINGS

When analyzed with regard to the exam anxiety of higher secondary students the following findings were arrived. The findings reveals that

1. There is a significant difference between private and government higher secondary school students in their exam anxiety. The private higher secondary students have more exam anxiety than government higher secondary students.
2. There is no significant difference between male and female higher secondary students in their exam anxiety.
3. There is a significant difference between rural and urban higher secondary students in their exam anxiety. The urban higher secondary students have more exam anxiety than rural higher secondary students.

INTERPRETATION

The finding of the study reveals that there was significant difference between private and government higher secondary school students in their exam anxiety. Private school higher secondary students have more exam anxiety. But in the study of Mini Kumari, (2010) Test Anxiety and Achievement in Biology of Higher Secondary Students the findings reveals that sex and locality have influence on test anxiety, but the type of management of the school has no influence on test anxiety. But the result of this study gives just the opposite impact on it and supports the findings of the study of Visvanathan G and Ganesan P, (2013) A Study on Test Anxiety of Higher Secondary students in Relation to Self Actualization that Government and private higher secondary students significantly differ in their test anxiety. It's may be because in the private school, teachers give more pressure to the students to acquire more marks than the government

schools because the parents used to pay a large amount of money for their wards studies. Teachers conduct examination at the end of every month. If the students get less mark, severe punishment will be given. Extra classes and special coaching are conducted in the private schools. These activities are mostly not found in government schools. Thus the government school students have less anxiety than private school students. The teachers also conduct parent teacher associations and discuss the achievement of the students. The students are highly motivated to its achievement. Hence they are always about higher achievement. Hence they develop anxiety for their examination.

The findings of Parvathamma G.H, Sharanamma R, (2005) study states that there is significant different between anxiety level of boys and girls. But this study states there is no significant different in the level of anxiety level of boys and girls it's contradictory to each other. This is may be because of the difference in the area of two study held on, as the Kanyakumari District is the district of maximum literacy in Tamilnadu.

The finding of the study reveals that there was significant difference between urban and rural higher secondary students in their exam anxiety. This result supports the findings of the study of Visvanathan G and Ganesan P, (2013) A Study on Test Anxiety of Higher Secondary students in Relation to Self Actualization that rural and urban higher secondary students significantly differ in their test anxiety. The urban higher secondary students have high exam anxiety. The urban higher secondary students have very strict parents. The urban higher secondary have more opportunities to see and learn a lot through the mass media. They are up-to-date with the current socio, politico, and economic situations. They are also aware of the importance of higher achievement and study facilities unless they got good marks in their exam. They could not get seats for further studies. They get pressure from their home as well as from school. Mostly they get less time to share with their friends. They talk and spend their time with books. They don't share their problems with others. So their mind gets depressed. The rural higher secondary students mostly used to study in government schools. They do not face

any pressure. They are very casual in facing examinations. They don't have any fear of facing examination because nobody else asks them about their academic marks. They themselves solve their problems by sharing with others. They expect only pass marks not high marks. The rural students learn by working. They do not always think about examination. Thus the urban higher secondary students have high exam anxiety than the rural higher secondary students.

TO SUM UP...

Parents should not force their child to get first rank or first mark in their examinations. Parents should make sure their children attended school regularly. They must provide learning facilities at home and encourage their wards to learn uniformly. They should encouraged to complete Parents create and maintain a good home environment. Every day the parents should encourage their wards with prize and rewards, it motivates their wards to get good marks. The students must give relaxation to their mind. Parents must spend time with them in playing and recreation. Students must put timetable to each subjects. Students must listen the class clearly and study their portions regularly. Regular practice would help them to reduce their tension and they won't feel over burden with themselves and not with others. The student must develop the habit of learning regularly and should not postpone their learning. Spaced learning is better than massed learning.

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