



## Examination anxiety: A study on school students

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### Abstract

The present research examined the Examination Anxiety of Std. IX English medium students in Aurangabad city. For measuring the anxiety the researcher used the students Examination anxiety test by Dr. Madhu Agarwal .200 students (100 male students and 100 females) were selected by using stratified random sampling technique from various English medium schools of Aurangabad city. The data was analyzed with the help of mean, S.D, and t-test. The results revealed that Examination Anxiety of male and female students of Std. IX English medium students of Aurangabad city was found to be low. There is no significant difference between the Examination Anxiety of male and female student of Std. IX English medium students of Aurangabad city.

**Keywords:** Examination, anxiety, school students

### Introduction

In today's highly competitive world, students face various academic problems including Examination stress, anxiety during tests, problems with homework assignments, expectations about academic success, or inability to understand the subjects. Rapid changes in the education sector gave rise to stern testing procedures for evaluating students' knowledge. Hence the question of managing test anxiety and academic stress by students using the famous strength called emotional intelligence needs to be answered (Mayer, 1997). While students experience some degree of stress and anxiety before and during Examinations, test anxiety can actually impair learning and affect test performance (Stoker & Perkin, 2014). So it needs to be faced effectively for the purpose of academic achievement.

### Anxiety

Anxiety is an emotional and behavioral disorder caused by activation of sympathetic nervous system. According to Mwamwenda (1994) and Vitasari (2010) in the domain of education, high level of anxiety is often experienced by students during performance related activities such as Examination. According to NDTV (2012) India has the highest teenage suicide rate in the world due to anxiety. High level of anxiety adversely impact students working memory, reasoning abilities, self-esteem, academic performance and achievements (Ela sardar. *et al.* 2017).

### Examination anxiety

Tests and Examination are important segments of education.

Individuals are rewarded according to their performance in tests and Examination. Results of the Examination determine one's fate Zollar and Bed-Chain (1990) argued that this is an age of test consciousness. Lives of many individuals are not only affected, but also determined by their performance in tests and Examination. All kind of tests and Examination may cause different levels of stress and anxiety. Generally speaking, test anxiety is a great hurdle in the way of many individuals to reach their real academic destination. In empirical literature, it is evident that high level of test anxiety is associated with lower academic performance (Nasir & Rizwa, 2010).

Examination anxiety is a psychological state in which student experience intense distress and anxiety in testing situations. While many students experience some degree of stress and anxiety before and during Examination, test anxiety can actually impair learning and affect 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 Examination. Excessive fear, on the other hand, can make it difficult to concentrate and one might struggle to recall things one has studied. Test anxiety is a type of performance anxiety. In situations where the pressure is on and a good performance counts, student can become so anxious that they are actually unable to do their best. While students have the skills and knowledge to do very well in these situations, their excessive anxiety impairs their performance. The severity of test anxiety can vary considerably from one person to another. Some student might feel like they have "butterflies" in their stomach and while others might find it difficult to concentrate on the

Examination. Others might experience a racing heartbeat and a sense of shakiness. In the most severe cases student can feel nauseous and short of breath or might even experience a full-blown panic attack.

Examination anxiety is a type of worry which can appear in test situations having symptoms as common anxiety. These symptoms may include dizziness, hand shivering, sleep loss, uncertainty, and agitation, increased heart beat and sweating. It has been found that students consistently perceive Examination as a source of increase in anxiety and a situation engulfed with uncertainty/unfairness in letting them demonstrate their true achievements (Zollar & Ben-chain, 1990 Spielberg, 1985). Such feelings among students' limit their potential performance during the test situation, resulting in higher test anxiety (Hill & Wigfield, 1984) directly causing drop in the student achievement. Therefore, it can be seen as a measurement error towards measuring student achievement as tests are not meant to measure student achievement under intimidating situation but to know their level of achievement in an environment fair enough to let them demonstrate their abilities to the fullest.

**Objectives of the study**

1. To study the Examination Anxiety of IX standard students of English medium schools.
2. To study the Examination Anxiety of IX standard male students of English medium schools.
3. To study the Examination Anxiety of IX standard female students of English medium schools.
4. To Compare the Examination Anxiety of male and female IX standard students of English medium schools.

**Hypothesis**

1. Examination Anxiety of IX standard students of English medium schools is low.
2. The Examination Anxiety of IX standard male students of English medium schools is low.
3. The Examination Anxiety of IX standard female students of English medium schools is low.
4. There is no significant difference between the Examination Anxiety of male and female students of IX standard of English medium schools.

**Methodology**

**Method**

Survey method is used for the study of examination anxiety of IX class students of Aurangabad city.

**Sampling technique**

Stratified random sampling method is utilized for selection of samples.

**Sampling size**

A sample of 200 students of IX standard of English medium schools of Aurangabad city was selected from 5 different schools.

**Tools**

The researcher used the students Examination anxiety test by Dr. Madhu Agarwal. The scale consists of 38 questions which

describe the experience of anxiety.

**Statistical analysis**

Mean, S.D, and t-test were used to analyze the data.

**Analysis and interpretation of result:**

**Hypothesis 1:** The Examination Anxiety of IX standard students of English medium schools is low.

**Table 1:** showing Examination Anxiety of IX standard students

Aspect	Sample (N)	Mean	Range	Interpretation
Examination Anxiety	200	11.7	8-15	Low

The result reveals that obtained mean value is 11.7, which lies in the range 8-15. This shows that the Examination Anxiety of IX standard students of English medium school is low.

**Hypothesis 2:** The Examination Anxiety of IX standard male student of English medium schools is low.

**Table 2:** Showing mean and S.D. value the Examination Anxiety of IX standard male students.

Aspect	Sample (N)	Mean	Range	Interpretation
Examination Anxiety	100	10.3	8-15	Low

The result reveals that obtained mean value of male students is 10.3, and S.D. value is 5.64 this shows that the Examination Anxiety of IX standard male students of English medium school is low.

**Hypothesis 3:** The Examination Anxiety of IX standard female students of English medium schools of Aurangabad city is low.

**Table 3:** Showing mean and S.D. value of the Examination Anxiety of Female students of IX standard students.

Aspect	Sample (N)	Mean	Range	Interpretation
Examination Anxiety	100	12.47	8-15	Low

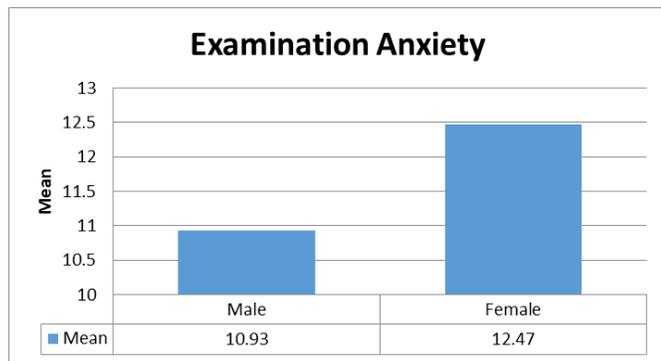
The result reveals that obtained mean value of female students is 12.47, and S.D. value is 6.513 this shows that the Examination Anxiety of IX standard female students of English medium school is low.

**Hypothesis 4:** There is no significant difference between the Examination Anxiety of male and female student of IX standard of English medium schools of Aurangabad city.

**Table 4:** Showing comparison between Examination Anxiety of male and female students: of IX standard students.

Examination Anxiety	Mean	S.D.	t-value	df at 198 at 0.05	Difference between Mean
Male	10.93	5.64	1.790	1.97	Not Significant
Female	12.47	6.51			

**Interpretation:** The result reveals that obtained mean value of male students is 10.3, and S.D. value is 5.64 and of female students is 12.47, and S.D. value is 6.513 respectively, Obtained t value is 1.790 is less than table value 1.97 at 0.05 level of significance. Hence there is no significant difference between the Examination Anxiety of male and female student of IX standard of English medium schools of Aurangabad city.



**Graph 1:** Showing Examination Anxiety of Male and Female student.

### Findings

1. The Examination anxiety of IX standard students of English medium school is in low.
2. The Examination Anxiety of IX standard male student of English medium schools is low.
3. The Examination Anxiety of IX standard female student of English medium schools is low.
4. There is no significant difference between the Examination Anxiety of male and female students of IX standard of English medium schools of Aurangabad city.

### Discussion

Examination Anxiety of male and female students of IX standard English medium schools of Aurangabad city is found to be low. It is found that there is no significant difference between the Examination Anxiety of male and female students. The researcher was in the view that the Examination Anxiety of IX standard students of English medium schools of Aurangabad city is low. So all the above hypothesis are accepted. It is also revealed that female students are having more exam anxiety than male counterparts. The present study is significant because it will help teachers, students, researchers and school administration to understand the psychological state of the male and female students. Significance of the study is multifaceted as it would be a great help for higher education institutions in promotion of quality education for effective learning. Study is also significant for school teachers so that they may develop pedagogies to manage higher anxiety and stress in students.

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