

EXAMINATION ANXIETY AMONG HIGHER SECONDARY SCHOOL PUPILS OF KERALA

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Abstract: Evaluating a product or a process means assessing or analyzing the effectiveness or usefulness of a product or a process. In a simple language, evaluation means assessment of the performance. In Indian method of classroom teaching, teaching and learning is a highly systematized process which involves the active participation of two person-teacher and the student. In classroom teaching, a set of instructional objectives are organized for gaining the product. From the instructional point of view, evaluation or examination conceptualized as a systematic process of determining the extent to which instructional objectives are achieved by the pupil and assessing the effectiveness of learning experience provided by the teacher. In this study, the test of significance of difference in 'r's between examination anxiety and achievement is used to test whether there will be significant difference in the relationship of independent variable and dependent variable based on sex, locale and type of management of higher secondary schools.

I Introduction

Evaluation is an integral part of teaching-learning process, which has dominated in the present as well as in earlier curricular frame work of educational system. Evaluation generally means assessing and analyzing or examining the product and the outcome of the result of a process. Evaluation is very important in educational system. Because it reveals the nature as well as the outcome of educational process which is the result of the teaching-learning process. The present evaluation system is dominated by external examination, mostly the scholastic attribute is being measured. The dictionary meaning of examination is to 'try or test by question in order to determine the progress, fitness or knowledge level'. Generally teaching and learning are dominated by lecture method which is considered as the main field of educational experience. The entire process of present education system has been examination centered. Examination in acts is usually conducted in every educational institution. Our education system has become examination loaded. In Kerala, evaluation in educational institution is usually done through written examination style. In written examination mostly the learning outcomes are being measured from the cognitive domain. Affective and psychomotor domains are being given the least importance. In examination most of the questions in any subject are meant for measuring the knowledge outcomes. Ideally the question paper should reflect the coverage of both the objectives and course content. In the present examination system, the performance or achievement of the examinee depend on his power of rote memorization and the nature of expression of the examinee.

Generally, all students are anxious about facing the examination. Because many of them have uncertainty about their performance and achievement in the examination. All of them consider the examination achievement level as the level of their intelligence and they will be categorized into different level or grade on the basis of their achievement level. The fear of facing the examination is called examination anxiety. Examination anxiety is the part of general anxiety. Examination anxiety generally affects the performance

of the student in the exam. In the examination period excess of anxiety and fear cause emotional and psychological disturbance to the student. These difficulties may influence the process of learning. The frequently reported problems in the field are, difficulty in organizing study time effectively, overloaded feeling, decreased motivation and difficulty in recalling previously learned knowledge. But moderate level of anxiety promotes the achievement of student in the examination. Examination anxiety consist of three interwoven component-cognitive, emotional and psychological system. Deffen Bucher reported the existence of examination anxiety among the student all over the world. Many literatures shows that examination anxiety definitely influence the academic achievement in every student.

II Need and Significance of the Study

The examination is a powerful force of determining what is learned and taught. It helps the teachers to formulate the appropriate method of instruction. It helps the students to form an attitude towards education. Majority of the student have fear about facing the examination. Day by day their number is increasing because most of them have no confidence about the learning level and performance level or achievement level in the examination. In our society the marks gained by the student in the examination will be taken as the level of their intelligence and academic competency. Generally, all human being has anxiety at different level. Examination anxiety is one of the aspects of general anxiety. Excess of examination anxiety creates mental health and physical health problems in the student. During the examination period majority of the students experience mental stress. Many of them experience dysentery in the morning of examination day, sleepiness and physiological disturbance are the usual problems.

It is quite natural that every parent expects good educational achievement of their children. But in many case children are not able to reach up to the expectation of their parent. In many cases parent push their children to study more and more without giving them a time for recreation activity and create a competition mentality in the minds of their children to score more mark in examination and thereby they increase their social status. Knowledge about the examination anxiety help the parent and teachers, help them to reduce the anxiety level of their children, help them to develop more strategies and methods for reducing the anxiety level and help the student to face the examination with high confidence and to achieve good mark or to make good performance in the examination.

2.1 Objective of the Study

The objective of the present study is

- ❖ To find out whether there will be significant difference in the relationship of examination anxiety with achievement of higher secondary school pupils between
 - a) Boys and girls
 - b) Rural and Urban school pupils
 - c) Pupils of Government and Government Aided schools.

2.3 Hypotheses of the study

- There exists significant difference in the relationship of examination anxiety and achievement of higher secondary school boys' and girls' students.
- There exists significant difference in the relationship of examination anxiety and achievement of higher secondary school rural and urban students.
- There exists significant difference in the relationship of examination anxiety and achievement of higher secondary government and government aided school students.

III Methodology of the Study

In the present study examination anxiety as the independent variable and achievement as the dependent variable. Normative survey method was used for collecting the data for the study. The tools were used to measure the variables of the study are (1) Achievement Test developed and standardized by the investigator and (2) Kerala Examination Anxiety Scale developed and standardized by A.S. Nair. The present study was conducted on a sample of 600 higher secondary school pupils, the sample was selected using stratified random sampling technique giving due representation to both the sex (Boys/Girls), locality of the school (Rural/Urban) and type of management (Government/ Government Aided). The major statistical techniques used in the study are (1) Test of significance of difference between mean and (2) Test of significance of difference between 'r'.

IV Data Analysis and Interpretation

The values obtained for the relationship between examination anxiety and achievement and that of critical ratio for the subsample based on sex, locality and type of management of school are present in the following tables.

Table 1

Details of the Relationship between Examination Anxiety and Achievement of Higher Secondary School Pupils subsamples based on Sex

Sample	N	r	t
Boys	300	0.34	3.05
Girls	300	0.08	

The correlation between examination anxiety and achievement in the case of boys is 0.34. This value shows a moderate correlation between examination anxiety and achievement. The value obtained for correlation between examination anxiety and achievement of girls' students is 0.08. This value shows the relationship between the two variable is not significant.

The correlation value for boys and girls were 0.34 and 0.08 respectively. The calculated t value 3.05 which is greater than the table value 1.96 required for significance at 0.05 level. Therefore, the results obtained reveals that boys and girls differ significantly in their relationship between examination anxiety and achievement.

Table 2

Details of the Relationship between Examination Anxiety and Achievement of Higher Secondary School Pupils Subsamples based on Locality

Sample	N	r	t
Rural	300	0.05	4.04
Urban	300	0.39	

The calculated correlation coefficient between examination anxiety and achievement in the case of rural school pupil is 0.05 which indicates that the relationship is negligible. The value obtained for correlation between examination anxiety and achievement is found to be positive for the urban student the value of 'r' is 0.39, this suggest that the relationship is good.

Since the obtained critical ratio 4.04 is greater than the table value 1.96 required for significance at 0.05 level. Hence the difference in correlation of rural and urban school pupils is significance at 0.05 level, shows that examination anxiety brings desirable effect on their achievement.

Table 3

Details of the Relationship between Examination Anxiety and Achievement for the Government and Government Aided Higher Secondary School Pupils

Sample	N	r	t
Government school pupils	300	0.27	1.34
Government aided school pupils	300	0.16	

For the Government school pupils, the value of correlation coefficient is found to be 0.27. This relationship is verbally interpreted as moderate relationship between the variables. For government aided school pupils the value of the correlation coefficient was found to be 0.16. This suggests a slight relationship between the two variables. The value of correlation is positive and shows that an increase or decrease in examination

anxiety will result in a corresponding increase or decrease in achievement of pupils of government aided school.

The value obtained for critical ratio 1.34 is less than the table value 1.96 required for significance at 0.05 level. Hence the difference in correlation of pupils of government and government aided school is not significant. The result reveals that pupils of government schools have high relationship between examination anxiety and achievement than the pupils of government aided schools.

V Major Findings of the Study

The coefficient of correlation between variables obtained for the sub samples were compared using the test of significance of difference between 'r'. the results obtained are as follows.

- Boys and girls differ significantly in their relationship between examination anxiety and achievement. Boys are more anxious about their examination than girls. The critical ratio (3.058) obtained for boys and girls shows that it is significant at 0.05 level.
- In case of rural and urban school pupils, there is significant difference in their relationship between examination anxiety and achievement, rural school pupils have more examination anxiety than urban school pupils. The critical ratio (4.048) reveals that it is significant at 0.05 level.
- In the case of pupils of government and government aided schools, the results reveals that there is difference in the relationship between examination anxiety and achievement. The critical ratio (1.34) obtained for pupils of government and government aided school shows that it is not significant at 0.05 level.

VI Conclusion

Correlational analysis is used to understand the extent of relationship between achievement and the independent variable examination anxiety. The results reveals that there exists significant relationship between examination anxiety with achievement. Test of significance of difference in 'r's between examination anxiety and achievement is used to test whether there will be significant difference in the relationship of independent variable and dependent variable based on sex, locale and type of management of schools. The result show that there exists significant difference in the relationship of examination anxiety and achievement between pupils of boys and girls, rural and urban school pupils. There is no significant difference in the relationship between the pupils of government and government aided schools.

VII References

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