Effect of Examination Anxiety on the Educational Achievement of the Students of Standard 12 of Gujarat State

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Abstract:
Formal and informal assessments of learning and tests of your ability to perform specific tasks are part of the experience of being a university student and may have been a constant feature of your education. Exams and other types of formal assessment are designed to test your performance, giving an indication of your ability to cope under pressure in a fixed time period. You have done very well to get this far, though this does not mean that you have found it easy.

Anxiety is our natural response to threat or sense of an emergency. When we feel under threat, our bodies go into a ‘fight or flight’ response. We become prepared to fight or to run away. The main bodily change is the release of adrenaline and cortisol which gives us the surge of energy to act. The hormone cortisol helps to slow down other processes in the body not involved in dealing with the perceived threat. It is understood that stores of adrenaline and cortisol not used up by action or fighting off the threat can have a damaging effect on our auto-immune system, affecting sleep, short and long-term memory, the capacity to learn, concentrate and focus, and even speed up the signs of aging! The research paper focus on examination Anxiety and it measure the level of examination Anxiety of the students of Standard 12.

Keywords: Anxiety, Educational Achievement, Examination Anxiety

1. Introduction
When the exam is nearer, it becomes the talk to street found in the whole atmosphere. Attention of students, schools, teachers and parents is centered to only examinations due to the fear and tension of exams. It is never fair that any minor boy or girl suicide due to burden of learning or fear of examination.

Every year GSEB holds examinations. The students and their parents both are found engaged like the examiners. The mind and body of both are restless. The Govt. and schools are busy to complete the exams peacefully with new strategies. All the matters related to exams are taken very seriously. Each moment, all persons pass in stress. The aged and experienced persons adjust themselves in such stress of exams but anxiety of students is some different kinds. This stress is found before, during and after the examinations. It is measured more or less time by time. The anxiety of clever students and dull students is some different kinds. Here the researcher wants to know the level of an examination Anxiety.
2. Objectives of the Study
The following are the objectives of present study.
(1) To construct and standardize the examination Anxiety Inventory for the students of Standard Xii.
(2) To examine the effect of examination anxiety on educational achievement of students of Standard Xii.
(3) To examine the effect of area on relation between examination anxiety and educational achievement of students of Standard Xii.
(4) To examine the effect of sex on relation between examination anxiety and educational achievement of students of Standard Xii.

3. Variables decided of the Study
The following variables are included in this study.

<table>
<thead>
<tr>
<th>No</th>
<th>Variables</th>
<th>Types of Variables</th>
<th>No of Levels</th>
<th>Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Examination Anxiety</td>
<td>Independent Variable</td>
<td>3</td>
<td>Higher, Medium Lower</td>
</tr>
<tr>
<td>2</td>
<td>Area</td>
<td>Moderator Variable</td>
<td>2</td>
<td>Urban / Rural</td>
</tr>
<tr>
<td>3</td>
<td>Sex</td>
<td>Moderator Variable</td>
<td>2</td>
<td>Boys / Girls</td>
</tr>
<tr>
<td>4</td>
<td>Educational Achievement</td>
<td>Dependent Variable</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

4. Methodology of Research
The survey method is used in this study.
This study examines caused effect correlation also, means it examines the effect of examination anxiety so; this research is an ex-post facto co relational type study.

5. Population and sampling for the study
The students of Standard Xii studying in Gujarati Medium Secondary schools in academic year 2011-12 in Gujarat state become the population for the study. Representative and enough size samples should be selected from the population.

<table>
<thead>
<tr>
<th>No</th>
<th>Sex</th>
<th>Urban</th>
<th>Rural</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Boys</td>
<td>592</td>
<td>594</td>
<td>1186</td>
</tr>
<tr>
<td>2</td>
<td>Girls</td>
<td>446</td>
<td>452</td>
<td>898</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>1038</td>
<td>1046</td>
<td>2084</td>
</tr>
</tbody>
</table>

6. Construction of Tools
The researcher had used self constructed tools of Exam Attitude Scale to examine Anxiety Inventory.

7. Collection and Analysis of Data
The researcher had got permission of principals or trustee of selected schools personally or by telephonic talk. On the fixed day, he had visited the schools with both tools and given to students.
and the researcher collected the data. To examine each hypothesis f-value were calculated with the help of SPSS software by the researcher.

8. Examining Hypothesis

T-value was calculated to know difference between two means and F-value, to know difference among more than two means the calculation obtained by SPSS software was analyzed and each hypothesis was examined. The detail is in following table 3.

Table 3 Examining Hypothesis

<table>
<thead>
<tr>
<th>No</th>
<th>Hypothesis</th>
<th>F-value</th>
<th>Level of Signification</th>
<th>Accepted or Not Accepted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>There will be no significant difference among average score of educational achievement of students of Standard – Xii having higher examination anxiety, medium examination anxiety and lower examination anxiety</td>
<td>16.52</td>
<td>Significant at 0.01 Level</td>
<td>Not Accepted</td>
</tr>
<tr>
<td>2</td>
<td>There will be no significant difference among average score of educational achievement of rural students of Standard Xii having higher examination anxiety, medium examination anxiety and lower examination anxiety</td>
<td>11.82</td>
<td>Significant at 0.01 Level</td>
<td>Not Accepted</td>
</tr>
<tr>
<td>3</td>
<td>There will be no significant difference among average score of educational achievement of urban students of Standard Xii having higher examination anxiety, medium examination anxiety and lower examination anxiety</td>
<td>11.90</td>
<td>Significant at 0.01 Level</td>
<td>Not Accepted</td>
</tr>
<tr>
<td>4</td>
<td>There will be no effect of area on relation between examination anxiety and educational achievement of students of Standard Xii</td>
<td>11.82</td>
<td>Significant at 0.01 Level</td>
<td>Accepted</td>
</tr>
<tr>
<td></td>
<td>For rural</td>
<td>11.82</td>
<td>Significant at 0.01 Level</td>
<td>Accepted</td>
</tr>
<tr>
<td></td>
<td>For urban</td>
<td>11.90</td>
<td>Significant at 0.01 Level</td>
<td>Accepted</td>
</tr>
<tr>
<td>5</td>
<td>There will be no significant difference among average score of educational achievement of boys of Standard Xii having higher examination anxiety, medium examination anxiety and lower examination anxiety</td>
<td>17.71</td>
<td>Significant at 0.01 Level</td>
<td>Not Accepted</td>
</tr>
<tr>
<td>6</td>
<td>There will be no significant difference among average score of educational achievement of girls of Standard Xii having higher examination anxiety, medium examination anxiety and lower examination anxiety</td>
<td>0.90</td>
<td>Significant at 0.05 Level</td>
<td>Accepted</td>
</tr>
</tbody>
</table>
9. Finding of the study

The following interpretations are concluded after examining hypothesis of the study.

1. Examination anxiety is an effective factor on educational achievement. The students having medium examination anxiety had higher educational achievement than those having high examination anxiety. The students having local examination anxiety had higher educational achievement than those having high examination anxiety. The students having low examination anxiety had higher educational achievement than those having medium examination anxiety.

2. Examination anxiety in urban students is also an effective factor on educational achievement.

3. Examination anxiety in rural students is also an effective factor on educational achievement.

4. Area is not effective factor on the relation between examination anxiety and educational achievement.

5. Examination anxieties in boys are an effective factor on educational achievement.

6. Examination anxieties in girls are not effective factor on educational achievement.

7. Sex is effective factor on relation between examination anxiety and educational achievement.

10. Conclusion

This study was aimed to examine the effect of examination anxiety on educational achievement. The result shows that the more examination anxiety, the less educational achievements.

References


