



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

PARESHKUMAR M. VANKAR

Assistant Professor,  
S.V.S. Education College, (M.Ed.) P.G. Dept.,  
Nagalpur, Mehsana, Gujarat (India)

### Abstract:

*Formal and informal assessments of learning and tests of your ability to perform specific tasks are part of the experience 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: 1 Variable of the Study**

No	Variables	Types of Variables	No of Levels	Levels
1	Examination Anxiety	Independent Variable	3	Higher, Medium Lower
2	Area	Moderator Variable	2	Urban / Rural
3	Sex	Moderator Variable	2	Boys / Girls
4	Educational Achievement	Dependent Variable	1	

## 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 -2 Students Selected in Context to Area and Sex**

No	Sex	Urban	Rural	Total
1	Boys	592	594	1186
2	Girls	446	452	898
	<b>Total</b>	<b>1038</b>	<b>1046</b>	<b>2084</b>

## 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**

No	Hypothesis	F-value	Level of Signification	Accepted or Not Accepted
1	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	16.52	Significant at 0.01 Level	Not Accepted
2	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	11.82	Significant at 0.01 Level	Not Accepted
3	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	11.90	Significant at 0.01 Level	Not Accepted
4	There will be no effect of area on relation between examination anxiety and educational achievement of students of Standard Xii	For rural 11.82	Significant at 0.01 Level	Accepted
		For urban 11.90	Significant at 0.01 Level	
5	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	17.71	Significant at 0.01 Level	Not Accepted
6	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	0.90	Significant at 0.05 Level	Accepted

No	Hypothesis	F-value	Level of Signification	Accepted or Not Accepted
7	There will be no effect of sex on relation between examination anxiety and educational achievement of students of Standard Xii	For boys 17.71	Significant at 0.01 Level	Accepted
		For Girls 0.90	Significant at 0.01 Level	

### 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

1. Agrawal J.C. (1966). Education Research an Introduction. New Delhi, Aryabook Depot.
2. Allison, S.G., & Philip A. (1967). Quoted in Education Psychology in the Class- room by Lindgren. In S.S.Mathur (1962). Education Psychology. Vinod Pustak Mandir, Agra-2.
3. Allport G.W. (1935). A Handbook of Social Psychology, worcestar Mass Clark University Press.
4. Anastasi, A. (2002). Psychological Testing. New York : The Macmillan Co.
5. Best, J W. (1986). Research in Education (5<sup>th</sup> ed.). New Delhi :. Prentice Hall, of India Pvt.Ltd.
6. Best, J.W., & Kahn, J.V. (1995). Research in Education (Seventh Ed.). New Delhi ,Prentice Hall of India Pvt. Ltd.

7. Bhattacharyas. (1968). Foundation of Education and Educational Research. Baroda : Acharya book depot.
8. Buch, M.B. (Ed.). (1974). A Survey of Research in Education. Baroda : CASE.
9. Buch, M.B. (Ed.). (1979). Second Survey of Research in Education. Baroda : SERD.
10. Buch, M.B. (Ed.). (1987). Third Survey of Research in Education. New Delhi : NCERT.
11. Buch, M.B. (Ed.). (1991). Fourth Survey of Research in Education. New Delhi: NCERT.
12. Buch, M.B. (Ed.). (1997). Fifth Survey of Research in Education. New Delhi : NCERT.
13. Buch, M.B. (Ed.). (2006). Sixth Survey of Research in Education. New Delhi : NCERT.
14. Con, P.N. (1962). Correlates of General and the Test Anxiety Children Austral J. Psychology. In S.S. Marhur (1960). Education Psychology. Vinod Pustak Mandir, Agra-2.
15. Fox, D.J. (1969). The Research Process in Education. New york : Holt. Rinehart and Winston. Inc.
16. Garrett, H.E. (1981). Statistics in Psychology and Education (10<sup>th</sup> ed.). Bombay : Ferrer and Simons Ltd. Vakills.
17. Gay, & Airasin (2000). Educational Research : Competencies for Analysis and Application (6<sup>th</sup> Ed.). New Jersey : Prentice Hall, Inc., In D.A. Uchat. (2009). Research Methodology In Education and Social Sciences. (p.47). (First Ed.). Rajkot.
18. Guildford J.P. (1941). Creativity in readings in Educational Psychology. New york, Houghton Mifflin Com[any].
19. Hopper and Bros (1958). An Introduction to Research Procedure in Education (First Ed.). New york.
20. Sarason. S.B. & etc. (1962). Anxiety in Elementary School Children : A Report of Research, N.Y. Wiley. 1960. In S.S. Mathur, Education Psychology. Vinod Pustak Mandir, Agra-2.
21. Shrivastava, D.N. (2007). Psychology of Personality. (eighth Edition.). Vinod Pustak Mandir, Agra-2.
22. Skinner C.E. (1970). Essentials of Educational Psychology. Bombay Asia Publications House.
23. Spielberger C.D. (1980). Anxiety a Current Trend in Research. New York : Ad Ademick
24. Sukhia, S.P., Mehrotra, P.V. & Mehrotra, R.N. (1966). Elements of Educational Research. (Second ed.) New Delhi : Alied Publishers.
25. Thrustone L.L. & Cheve E.V. (1929). The Measurement of Attitude. Chicago University of Chicago Press.