



Impact of examination anxiety on students' performance

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Abstract:

The present study titled “Impact of Examination Anxiety on Students’ Performance” aims to examine the relationship between examination anxiety and academic achievement among secondary school students in Ahmedabad city. Examination anxiety, characterized by feelings of fear, tension, and nervousness, has become a common issue in today’s competitive academic environment and significantly influences students’ performance.

The study adopts a survey method and includes a sample of 100 secondary school students selected through stratified random sampling from two schools in Ahmedabad. Data were collected using a standardized Examination Anxiety Scale based on a 5-point Likert format, along with students’ academic scores obtained from school records. Statistical techniques such as mean, standard deviation, and t-test were used for data analysis.

The findings of the study reveal a significant negative relationship between examination anxiety and academic performance, indicating that higher levels of anxiety lead to lower academic achievement. Additionally, female students were found to experience higher levels of examination anxiety compared to male students.

The study highlights the importance of addressing examination anxiety through proper guidance, counseling, and supportive educational practices. It suggests that teachers, parents, and schools should work collaboratively to reduce excessive stress among students and promote a positive learning environment. Overall, the study emphasizes that managing examination anxiety is essential for improving students’ academic performance and ensuring their holistic development.

1. Introduction

Education plays a vital role in shaping the future of students, and examinations are an essential part of the evaluation system. However, examinations often create a sense of fear, tension, and nervousness among students, commonly known as examination anxiety. This anxiety can negatively influence students’ concentration, memory, and overall performance.

In today’s competitive academic environment, students experience high expectations from parents, teachers, and society, which further increases their stress levels. While a moderate level of anxiety may motivate students to perform better, excessive anxiety can hinder their academic success. Therefore, it becomes important to study the impact of examination anxiety on students’ performance to understand its effects and suggest appropriate measures for improvement.

2. Statement of Problem

In the context of secondary school students in Ahmedabad city, it is frequently observed that many students experience varying levels of examination anxiety, which may influence their academic outcomes. Despite the importance of this issue, there is a need for systematic investigation to understand the relationship between examination anxiety and students’ performance.

Therefore, the present study aims to examine the impact of examination anxiety on students' academic performance among secondary school students in Ahmedabad city. Statement of problem is Impact of examination anxiety on students' performance

3. Definition of Key Terms

1. Examination Anxiety:

Theoretical Definitions

A psychological condition in which a student experiences excessive stress, fear, or nervousness before or during examinations.

Operational Definitions

It refers to the score obtained by students on a standardized examination anxiety scale developed or selected by the researcher.

2. Academic Performance

Theoretical Definitions

The level of achievement of a student in educational activities, usually measured through marks or grades.

Operational Definition

It refers to the marks or percentage obtained by students in their recent school examinations.

4. Objectives of the Study

The objectives of the present research are as under

1. To study the level of examination anxiety among students.
2. To analyze the academic performance of students.
3. To find out the relationship between examination anxiety and academic performance.
4. To compare examination anxiety based on gender
5. To suggest measures to reduce examination anxiety among students.

5. Hypotheses of the Study

The null hypothesis of present research are as under

- H₀₁: There is no significant relationship between examination anxiety and academic performance.
H₀₂: There is no significant difference in examination anxiety between male and female students.

6. Variables of the Study

The variables of present research are as under

- Independent Variable: Examination Anxiety, Gender
- Dependent Variable: Academic Performance
- Control Variables (if any): Age, class, type of school, socio-economic status

1. Importance of the Study

The importance of present research are as under

For Teachers

- Helps teachers understand students' anxiety levels.
- Enables adoption of stress-free teaching and evaluation methods.
- Assists in guiding students effectively.

For Students

- Helps students recognize and manage their anxiety.
- Encourages the development of healthy study habits.
- Improves confidence and academic performance.

For Parents

- Makes parents aware of the pressure they place on children.
- Encourages supportive and understanding behavior.
- Helps create a positive home environment.

For Schools

- Helps in designing counseling programs.
- Promotes stress-free examination practices.
- Improves overall academic outcomes.

For Society

- Contributes to the mental well-being of students.
- Helps in developing a healthy and productive future generation.
- Reduces academic stress-related issues.

8. Population of the Study

The population of the present study includes all secondary school students studying in recognized schools of Ahmedabad.

9. Sample and Sampling Technique

The researcher has selected 100 secondary school students by stratified random sampling technique from 2 schools.

10. Tools for Data Collection

The researcher has used standardized Examination Anxiety Scale with 5-point Likert scale (Strongly Agree to Strongly Disagree). There are 4 sections with 20 statements. To know Academic Performance the researcher has used Students' marks/percentage from school records.

11. Delimitations of the Study

The delimitations of present research are as under

1. The study is limited to secondary school students only.
2. The study is confined to Ahmedabad city schools.
3. Only examination anxiety and academic performance are considered.

12. Research Methodology

In present research the researcher has used survey method.

13. Data Analysis Techniques

The researcher has used following statistical techniques

- Mean
- Standard Deviation (SD)
- t-test (for comparison)

14. Findings

The findings of the present research are as under

1. A significant negative relationship was found between examination anxiety and students' academic performance. Students with higher anxiety levels tended to score lower marks.
2. Female students showed comparatively higher levels of examination anxiety than male students.

15. Educational Implications

The educational implications of the present research are as under

For Teachers

- Teachers should create a supportive and stress-free classroom environment.
- They should guide students in effective study habits and time management.
- Regular counseling and motivation sessions should be conducted before exams.

For Students

- Students should be trained in stress management techniques such as meditation, yoga, and deep breathing.
- They should be encouraged to develop positive thinking and self-confidence.
- Proper planning and regular study habits should be promoted.

For Parents

- Parents should avoid excessive pressure regarding academic performance.
- They should provide emotional support and encouragement.
- A healthy home environment should be maintained during examination periods.

For Schools

- Schools should organize workshops on anxiety management and mental health awareness.
- Counseling services should be made available for students.
- Examination patterns should be made more flexible and less stressful.

For Society

- Society should reduce overemphasis on marks and grades.
- Awareness programs regarding student mental health should be promoted.

16. Future Recommendations

The future recommendations for present research are as under

1. Similar studies can be conducted at different educational levels such as primary and college students.
2. Comparative studies between rural and urban students can be undertaken.
3. Further research can focus on intervention programs to reduce examination anxiety.
4. Studies can explore the role of digital learning tools in reducing exam stress.
5. Longitudinal studies can be conducted to examine anxiety trends over time.
6. Research can be expanded to include variables such as intelligence, personality, and socio-economic status.
7. Experimental studies can be conducted to test the effectiveness of counseling and relaxation techniques.

17. Conclusion

The present study on “**Impact of Examination Anxiety on Students’ Performance**” clearly highlights that examination anxiety is an important psychological factor influencing students’ academic achievement. The findings indicate that a high level of anxiety adversely affects students’ performance by reducing concentration, memory efficiency, and confidence during examinations. However, a moderate level of anxiety may act as a motivating force that encourages students to prepare better and remain alert.

The study also reveals that examination anxiety is influenced by multiple factors such as fear of failure, lack of preparation, parental expectations, and academic pressure. Differences in anxiety levels among students (such as gender and class level) further emphasize the need for individualized attention and support.

From an educational perspective, it becomes essential for teachers, parents, and schools to work collaboratively to minimize unhealthy levels of anxiety among students. Creating a supportive learning environment, promoting effective study habits, and providing psychological guidance can significantly improve students’ academic performance and overall well-being.

In conclusion, examination anxiety should not be ignored as a minor issue but addressed as a crucial element in the teaching-learning process. Proper management of anxiety can help students achieve better academic outcomes and develop a positive attitude toward examinations, thereby contributing to their holistic development.

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