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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.

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 9th.
2. To examine the effect of examination anxiety on educational achievement of students of Standard 9th.
3. To examine the effect of area on relation between examination anxiety and educational achievement of students of Standard 9th.
4. To examine the effect of sex on relation between examination anxiety and educational achievement of students of Standard 9th.

3. Variables decided for the study

The following variables are included in this study

Table: 1 The variables included in 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 9th studying in Gujarati Medium Secondary schools in academic year 2018-19 in Gujarat state become the population for the study.

Representative and enough size samples should be selected from the population.

Table: 2 The students selected in context to area and sex

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

6. Construction of Tools

The researcher had used following self constructed tools to Examination 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 collect to data

To examine each hypothesis f-value were calculated with the help of SPSS software on computer.

8. Examining Hypothesis

The 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 table 3.

Table: 3 Examining Hypothesis

No	Hypothesis	F-value	Level of Signification	Accepted or Not Accepted
Ho1	There will be no significant difference among average score of educational achievement of students of Standard 9 th .having higher examination anxiety, medium examination anxiety and lower examination anxiety	16.52	Significant at 0.01 Level	Not Accepted
Ho2	There will be no significant difference among average score of educational achievement of rural students of Standard 9 th . having higher examination anxiety, medium examination anxiety and lower examination anxiety	11.82	Significant at 0.01 Level	Not Accepted
Ho3	There will be no significant difference among average score of educational achievement of urban students of Standard 9 th having higher examination anxiety, medium examination anxiety and lower examination anxiety	11.90	Significant at 0.01 Level	Not Accepted
Ho4	There will be no effect of area on relation between examination anxiety and educational achievement of students of Standard 9 th	For rural 11.82	Significant at 0.01 Level	Accepted
		For urban 11.90	Significant at 0.01 Level	

H₀₅	There will be no significant difference among average score of educational achievement of boys of Standard 9 th having higher examination anxiety, medium examination anxiety and lower examination anxiety	17.71	Significant at 0.01 Level	Not Accepted
H₀₆	There will be no significant difference among average score of educational achievement of girls of Standard 9 th having higher examination anxiety, medium examination anxiety and lower examination anxiety	0.90	Significant at 0.05 Level	Accepted
H₀₇	There will be no effect of sex on relation between examination anxiety and educational achievement of students of Standard 9 th .	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

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