

Prevalence of Examination Anxiety among Secondary School Students in Nagaon, Assam

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Abstract:

The term "examination anxiety" refers to the concern, apprehension, anxiety, or concerns that individuals experience prior to an examination or test. It is a common reaction to the pressure to perform well in school, and it can affect students of all ages, from elementary school to college. The purpose of this study is to determine the exam anxiety of secondary school students from government and private schools in Nagaon, Assam. 132 students were selected from the govt. and private secondary schools, and the examination anxiety scale was used. Data were analyzed quantitatively, i.e., represented graphically, and the t-test was performed to determine the significance of the difference between the secondary school of the govt. and private. Results of the study shown that, there were no statistically significant differences among the students of govt. and private secondary schools.

Keywords: Examination anxiety, Secondary school students, gender

Introduction:

In the modern age, a student's ability to do well in the classroom is of the utmost importance. An academic accomplishment is a performance outcome that reflects how well a person has accomplished specified goals that were the focus of activities in the learning environment. This shows how well the individual has performed in the learning environment. It is intricately intertwined with characteristics of cognition, emotion, social interaction, and physicality, all of which contribute to its multifaceted nature. Therefore, it should not be shocking that the vast majority of students experience anxiety, at least to some degree, either before or during a test. Psychologists, philosophers, and educators have all pointed out how much of an influence anxiety has on humans. According to the findings of several studies, a test, performance, or competitive event can only be completed effectively at the optimal level of arousal. Nevertheless, one's performance will suffer once their degree of worry or arousal reaches the ideal threshold. The inability of young people to succeed in simulated or actual life scenarios is one of the primary causes of sadness and suicide among this age group. (Kumari, Anamika, 2020)

Anxiety is a mental condition that ranges from mild concern or apprehension to paralyzing panic. Anxiety is a pervasive state of disquiet that permeates a person's thoughts and emotions and defies categorization. Anxiety has a psychological rather than a physiological origin. The apprehensive individual has a sense of helplessness because he feels trapped and unable to find a way out of his situation. It affects a large number of individuals, but students are particularly susceptible. There exists a correlation between academic apprehension and performance on challenging assignments. Complex task performance is typically negatively impacted by high levels of anxiety. Consequently, we can assert that there is a marginally significant inverse relationship between academic performance and anxiety. (Varaprasada, 2013)

Examination Anxiety:

Examination anxiety, also known as test anxiety, is a unique form of anxiety that affects only pupils. It's not meeting a standard or fretting that you're not setting a high enough standard for yourself. According to psychologists, a certain amount of dread is beneficial because it leads to change and gives people the motivation they need to handle difficult situations. When our anxiety levels become excessive, it becomes difficult to concentrate or perform well at work. When our stress levels are too

high, it can be difficult to concentrate on the queries, acquire what we need to, or demonstrate our knowledge or skill.

Exam anxiety is also known as assessment anxiety or defense anxiety. When anxiety becomes excessive, it can cause mental anguish, difficulty concentrating, and genuine concern. Some anxiety is normal and helps keep the mind and body vigilant, but excessive anxiety can have negative consequences. After a threat, anxiety makes it difficult to think clearly and recall what transpired. 30–40% of students experience test anxiety, according to studies. Students who are nervous before tests are more prone to lose focus, make careless mistakes, and forget important material. (Kour, R, 2015)

Symptoms Of Examination Anxiety:

Examination anxiety can cause a variety of symptoms, which might manifest themselves before, during or after exams. Such as

a) Emotional: Feeling apprehensive, uncomfortable, or overwhelmed, experiencing panic attacks or feeling terrified, feeling despondent or helpless, experiencing sentiments of regret or humiliation.

b) Physical: Increased sweating, lightheadedness or the sensation of spinning out of control, lack of appetite or excessive eating, sleeps changes.

c) Cognitive: Difficulty remembering or accurately comprehending vital pieces of information, irrational or harmful beliefs, being preoccupied with thoughts relating to one's failure or embarrassment, in contrast to other people during the evaluation process, and having the ability to recall exam answers even after the exam are over.

E) Behavioural: Walking quickly or acting irritated, social isolation or being obsessed with their education, procrastinating before an exam and failing to study are both terrible study habits. They did not show up for exams, and despite knowing the subject, they continued to make minor mistakes on the exam. Leaving the examination as soon as possible or before it is completed. (*Exam Anxiety - University of Queensland.Pdf*, n.d.)

Causes of Examination Anxiety

a) Previous unsuccessful performance in examinations.

b) Excessive standards for one's own performance as well as perfectionism.

c) A deep-seated anxiety of failing.

d) Bad habits about one's own self-care, such as not getting enough sleep or eating adequately.

e) Unhelpful ideas towards the test itself or the result.

f) Inadequate preparation, as well as a lack of awareness of study methods and tactics for taking tests. (*Exam Anxiety-THE UNIVERSITY OF MELBOURNE*, n.d.)

Significance of the study:

The secondary school phase of the educational process is crucial. It's the stepping stone to our future success in school and in our chosen profession. The course of a student's life is set at this juncture. Adolescents need access to quality secondary education opportunities in order to reach their full potential as people and as a country in terms of social, economic, cultural, technological growth, and so on. The purpose of secondary education is to provide young people with the knowledge, skills, and character they'll need to become productive members of society and active participants in a democratic society. There are two main types of secondary school in India, secondary and higher secondary. The transition from junior high school to the working world begins at the senior level. At this point, students can tailor their educational experience by selecting a major, minor, and electives that most interest them. Modern education is focused on tests, and students want better scores to secure their future. Job prospects depend on exam performance. Thus, pupils experience undue strain. Exam anxiety is common among students, leading to sadness and anxiety. Therefore, the researcher has chosen this field to learn how much secondary school pupils worry about examination.

Objectives of the study:

- i) To study the levels of the examination anxiety of the secondary school students
- ii) To compare the levels of the examination anxiety between the government and private secondary school students.
- iii) To compare the levels of the examination anxiety of the government secondary school students in relation to gender.
- iv) To compare the levels of the examination anxiety of the private secondary school students in relation to gender.

Hypotheses:

Ho₁ There exist no significant difference of the levels of the examination anxiety between the government and private secondary school students.

Ho₂ There exist no significant difference of the levels of the examination anxiety of the government secondary school students in relation to gender.

Ho₃ There exist no significant difference of the levels of the examination anxiety of the private secondary school students in relation to gender.

Delimitation of the study:

The study was delimited to the students of Class X of the Government and Private Senior Secondary Schools of the Khagarijan Education Block, Nagaon, Assam

Review of Related Literature:

Putwain, D.W. (2007) conducted a study titled "Test Anxiety in United Kingdom School Children: Prevalence and Demographics." It was found that girl student's examination anxiety is more than the boy students.

Rizwan A. and Nasir M. (2010) investigate exam anxiety and academic performance, where 414 Lahore public university students were randomly selected. Examination anxiety ratings were negatively correlated with student achievement.

Kaushal & Tewari, (2021) investigated the prevalence of examination apprehension among 10th, 11th, and 12th grade coeducational school students in Dehradun, Uttarakhand. One hundred candidates were selected, 50 of whom were male and 50 of whom were female. Both girls and boys exhibited exam anxiety, but there was a significant difference between the sexes. Exam anxiety is higher for boys than for females.

Chaurasiya, (2018) carried out a study on the examination anxiety among the secondary school students of Gandhinagar. From the study it was found that, rural students have greater examination anxiety than urban students and students with lower academic performance tend to have greater examination anxiety.

Kumari, Anamika, (2020) conducted a study to ascertain the degree to which secondary school students experience on exam anxiety in the context of students' academic performance. The investigator selected 200 pupils from 10 secondary schools in Bhagalpur, Bihar, both public and private by applying random sampling method. One-way analysis of variance was performed. This research shows that students of varying levels of academic proficiency experience examination anxiety to varying degrees.

Methodology of the study

Since this investigation is concerned with empirical evidence, the researcher opted to employ a descriptive approach. The population of the study consisted of all class 10th students (N=441), including 190 students from public secondary schools and 251 students from private secondary schools. The investigator made a survey on a sample of 132 class 10th students of secondary schools, of Khagarijan Education Block, Nagaon, Assam, where 57 numbers of students from government secondary schools (20 boys and 37 girls) and 75 numbers of students from Private Senior Secondary Schools (31 boys and 44) girls. The investigator adopted the disproportionate

sampling technique in the selection of the sample. In the present study investigator used the standardized tool “Examination Anxiety Scale (EAS)” developed by Janett U. Shukla.

Results and discussion:

The results of the obtained scores were tabulated and analyze the data objective wise with the help of descriptive statistics, ‘t’ test and graphical representations.

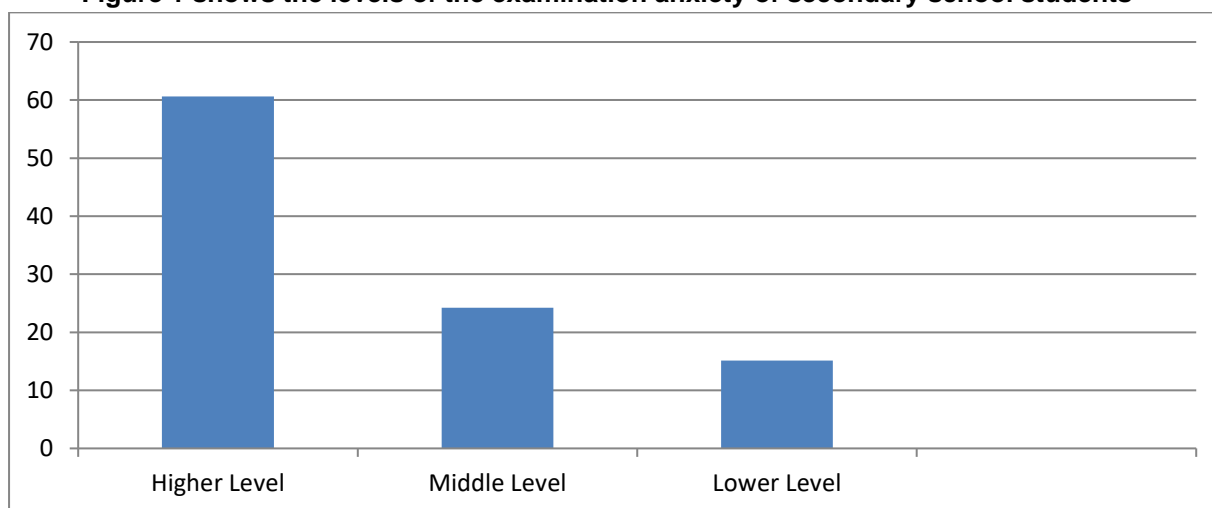
Objective-I: To study the levels of the examination anxiety of secondary school students

Table 1 shows the levels of the examination anxiety of secondary school students

Sr. No	Levels of Exam Anxiety	Limit of Scores	Number of students	Percentage (%)
1	Higher Level	Higher than 127	80	60.61
2	Middle Level	102 to 126	32	24.24
3	Lower Level	Less than 101	20	15.15
Total			132	100

From the table no 1, it was observed that 60.61 percent of secondary students have shown a higher level of examination anxiety, 24.24 percent have shown a middle level of anxiety, and 15.15 percent shown a lower level of anxiety.

Figure 1 shows the levels of the examination anxiety of secondary school students



Objective-II: To compare the levels of the examination anxiety between the government and private secondary school students.

Ho₁ There exist no significant difference of the levels of the examination anxiety between the government and private secondary school students.

Table 2 shows the significance difference of the levels of the examination between the govt. and private secondary school students

Category	N	Mean	SD	df	‘t’ value	CR at 5%	Remarks
Govt.	57	190.64	14.47	128	0.096	1.98	Insignificant
Private	75	194.031	10.51				

Table no 2 reveals that there is mean difference of the levels of examination anxiety between the students of government and private secondary schools. While comparing the examination anxiety between government and private secondary school students the ‘t’ value is obtained 0.096 which is

insignificant at 5% significant level. Therefore it can be said that there is no significant different exist between the government and private secondary school students about examination anxiety.

Objective-III: To compare the levels of the examination anxiety of the government secondary school students in relation to gender.

Ho₂ There exist no significant difference of the levels of the examination anxiety of the the government secondary school students in relation to gender.

Table 3 shows the significant difference of the levels of the examination anxiety of the government secondary school students in relation to gender.

Category	N	Mean	SD	df	't' value	CR at 5%	Remarks
Boys	20	187.3	9.53	55	0.39	2.00	Insignificant
Girls	37	190.16	12.99				

Table 3 reveals the mean differences between the boys and girls students of government secondary school on examination anxiety. The obtained 't' value is 0.39, which is smaller at the 5% level of significance. Hence, the null hypothesis is accepted at the 0.05 level of significance. Thus, it is clear that there is no significant difference between boys and girls in government secondary school students on examination anxiety.

Objective-IV: To compare the levels of the examination anxiety of the private secondary school students in relation to gender.

Ho₃ There exist no significant difference of the levels of the examination anxiety of the private secondary school students in relation to gender.

Table 4 shows the significant difference of the levels of the examination anxiety of the private secondary school students in relation to gender.

Category	N	Mean	SD	df	't' value	CR at 5%	Remarks
Boys	31	186.68	8.56	73	0.23	1.99	Insignificant
Girls	44	189.59	11.23				

Table 4 shows that there is a mean difference in exam anxiety levels between boys and girls at the private senior secondary school. When comparing test anxiety between boys and girls, the 't' value was 0.23, which was not significant at the 5% significant level. As a result, there is no significant difference in examination anxiety between boys and girls students at the private senior secondary school.

Educational Implications:

- It will give an understanding of the degree of examination anxiety that the pupils have.
- It will give a chance to study the strategies for eradication of examination anxiety of the students, so that they may do better on their exams.
- The students overall performance as well as their level of achievement will significantly rise.
- The capacity to recall information and the aptitude to express oneself more clearly will both be enhanced via debate and discussion.
- Students will benefit from this in that it will help them become emotionally stable.
- It will be beneficial in the process of cultivating an interest in both educational and extracurricular activities.
- It will be useful in the process of developing a social and emotional environment in the educational institutions.
- It will be beneficial to the development of communication and interactions inside the classroom.
- It will give ways to decrease the anxiety that school children experience before their exams.
- The pupils will benefit in the areas of physical development, social development, educational development, moral development, and intellectual development.

Conclusion:

The researcher came to the conclusion based on the results that there is no significant difference between the levels of examination anxiety observed in boys and girls students at secondary schools that are run by the government and private organizations.

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