

Examining Examination Anxiety: A Comparative Study of 10th and 12th Standard School Students in Kolhapur City

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Abstract: *The aim of current study was to study the examination anxiety among school students. By using purposive sampling method, 120 (10th and 12th Standard) students were selected from Kolhapur city. The sample of 120 having male and female ratio 1: 1 is taken for this study and their age range was 15 - 18 years. For this study students examination anxiety test by Dr. Madhu Agarwal & Ms. Varsha Kaushal was used. Mean, S. D. & Two way ANOVA were used for the analysis of collected data. Researcher concludes that there is a significant difference between 10th and 12th standard school students regarding their examination anxiety.*

Keywords: Examination Anxiety, Gender, Standard, Adolescents

1. Introduction

Examination anxiety refers to the “phenomenological, physio - logical and behavioral responses” (Zeidner, 2007) that accompany examination. It is a subjective emotional state experienced before or during a specific evaluation relating to the act of completing the evaluation itself, the threat of failing, and perceived negative consequences. Modern views of examination anxiety conceptualize it as having two major components: Worry and Emotionality (Cassady and Johnson, 2001; Spielberger and Vagg, 1995; Liebert and Morris, 1967). Worry is the cognitive component of examination anxiety reflecting the debilitating thoughts and concerns the examination - taker has before or during the examination. The Emotionality component (sometimes called Tension) refers to the heightened physiological symptoms stemming from arousal of the autonomic nervous system and associated affective responses. Liebert and Morris (1967) operationally defined worry as “cognitive concerns about the consequences of failure” and emotionality as the “physiological reactions of the autonomic nervous system to stress”. However, they can be distinguished since the component “Worry” is more correlated with academic performance than the component “Emo - tionality” (Liebert and Morris, 1967).

Birenbaum and Nasser (1994) claimed that examination anxiety is a widespread problem in school, and Shaked (1996) estimated that 30% of all students suffer from some level of examination anxiety. Examination anxiety begins in childhood, and as examination experiences increase, an individual’s examination anxiety levels may also increase because of compounding episodes of poor performance. Examination - anxious students report the inability to recall information when in an examination situation (Mueller, 1980). According to Spielberger (1978), examination anxiety is a “situation - specific personality trait” that occurs before, during, and after an examination session. Nicholls (1976) noted that “examination - anxiety represents a tendency to expect failure in examination situations” and is therefore more closely related to cognitive school performance than is general anxiety. Examination - anxious

individuals respond to the examination situation with a worry reaction and irrelevant thoughts that interfere with effectiveness on their tasks (Liebert and Morris, 1967).

Today’s society tends to overemphasize the importance of examination and academic achievements. Therefore, this culture pressurizes students to “succeed”, resulting in increased anxiety and stress and subsequently affects the individual’s academic, vocational and emotional state. There has been extensive literature on examination anxiety since the early 1950s and they have set various antecedents, correlations and treatments for ‘examination anxiety’ (Stober & Pekrun, 2004). Examination anxiety is a form of social - evaluation anxiety experienced by individuals in an assessment environment (Putwain, 2007). Examinations have now become a common occurrence in modern day education programs and, certainly in this day, almost all individuals experience examinations at least once in their academic life (Zeidner, 1998; Rothman, 2004). Aysan, Thompson, and Hamarat (2001) stated that experiencing examination anxiety has various widespread impacts on a person’s performance during the examination. It is a modern day condition and explains why educationalists and behaviorists, since the early years of the 20th century, have focused their attention on the inverse relationship between examination anxiety and examination performance (Zeidner, 1998). Literature has suggested that the relationship between examination anxiety and examination performance broadens to some factors, such as poor motivation (Elliot & McGregor, 1999), the suppression of immune system function (Keogh & French, 2001), and impaired cognitive activity, which cause poor examination results (Eysenck & Calvo, 1992; Sarason, 1988; Zatz & Chassin, 1985; Peleg - Popko, 2004). Therefore, we should regard examination anxiety, as a significant problem in students’ academic life.

Aim:

"To study the examination anxiety among 10th and 12th standard boys and girls".

Objectives:

- 1) To study the effect of Gender (Boys and Girls) on examination anxiety among adolescents.
- 2) To study the effect of Standard (10th and 12th) on examination anxiety among adolescents.
- 3) To study the Interactional effect Gender V/s. Standard on examination anxiety among adolescents.

Hypotheses:

- 1) There is a significant difference between Boys and Girls regarding their examination anxiety.
- 2) There is a significant difference between 10th and 12th standard school students regarding their examination anxiety.
- 3) There is a significant Interactional effect of Gender V/s. Standard regarding examination anxiety of adolescents.

2. Methodology**A) Sample:**

The researcher selected students of Marathi medium secondary schools and junior college of Maharashtra State as the population for the study. By using purposive sampling method, 120 (10th and 12th Standard) students were selected from Kolhapur city. In this sample 60 students belong to 10th Standard and 60 students belong to 12th Standard. The sample of 120 having male and female ratio 1: 1 is taken for this study and their age range was 15 - 18 years.

B) Variables:

Demographical variable –

- 1) Gender (Boys & Girls)
- 2) Standard (10th & 12th)

Dependent variable - Examination Anxiety.

C) Tools: (Students examination anxiety Test.)

This tool is constructed and standardized by Dr. Madhu Agarwal & Ms. Varsha Kaushal. There are 38 statements are given in this examination. Two responses are given with each statement, the reliability of this test with test retest method is 0.92 and split half method is 0.87.

D) Statistical analysis:

Mean, S. D. & Two way ANOVA were used for the analysis of collected data.

3. Result Table**Descriptive statistics for Examination Anxiety among School Students**

	A1, B1	A2, B1	A1, B2	A2, B2
Mean	12.53	13.83	12.50	13.40
SD	2.13	1.84	2.37	1.98
N	30	30	30	30

A1 = 10th A2 = 12th B1 = Boys B2 = Girls

Summary of Two way ANOVA for Examination Anxiety among School Students

Source of Variation	SS	df	MSS	F
A = (Standard)	1.21	1	1.21	0.27
B = (Gender)	36.31	1	36.31	8.32*
A x B	1.62	1	1.62	0.37
Within Error	506.33	116	4.36	-

4. Discussion

A two - way Analysis of Variance was performed to analyze the effect of standard and gender on examination anxiety among school students. A two - way Analysis of Variance revealed that there was not statistical significant interaction between the effects of standard and gender ($F(1, 116) = 0.37$). Simple main effects analysis showed that standard did not have a statistically significant effect on examination anxiety among school students ($F = 0.27$). Simple main effects analysis showed that gender did have a statistically significant effect on examination anxiety among school students ($F = 8.32$).

5. Conclusion

- 1) There is a no significant difference between Gender (Boys and Girls) regarding examination anxiety.
- 2) There is a significant difference between Standard (10th and 12th) regarding examination anxiety.
- 3) There is a no significant difference between Interactional effect (Gender and Standard) regarding examination anxiety.

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