

Associative Factors Related to Examination Phobia in Across Gender among High School Students

Singh Saumya¹, Singh Neetu²

¹M.Sc. Student, School for Home Science, HDFS, BBAU Vidya vihar, Raebareli road Lucknow-226025, India

²Assistant Professor, School for Home Science, HDFS, BBAU Vidya vihar, Raebareli road Lucknow-226025, India

Abstract: *Everybody experiences fear or anxiety in life, but the threshold differs from individual to individual. When the fear or anxiety is strong and irrational this can be considered as phobia. Stimulus that causes phobia differs from individual to individual. Examination phobia has Cognitive, Emotional and Physiological components. Cognitive components include: thinking of failure, worrying about possible outcomes, lack of confidence, Feeling of excessive mental pressure, Suicidal ideation, Negative self talk, etc. Emotional components include: Tension, Apprehension, Nervousness, Depression, Frustration, etc. Physiological components include: Nausea, Palpitation, Perspiration, Trembling and limbs become cold, etc. All together leads to poor performance, then to poor achievement, which in turn creates anxiety. They may be preoccupied with negative thoughts, doubting their academic ability and intellectual competence (Sarason & Sarason, 1990). This study was carried out in government and private school in Lucknow city. This study on 120 boys and girls who belonging to high school student were selected from wards of Lucknow. The approaches adopted for the study was cross sectional for the duration of the studies was 11 months (July 2017-2018). The tool in this study pre-designed and pre-tested questionnaire, and for assess the examination phobia in high school students, stress scale for student used for transition period: use developed by Lina Bartkiene. In result there is positive correlation examination phobia and performance outcome.*

Keywords: Tension, Apprehension, Nervousness, Depression, Frustration, Physiological components

1. Introduction

Everybody experiences fear or anxiety in life, but the threshold differs from individual to individual. When the fear or anxiety is strong and irrational this can be considered as phobia. Stimulus that causes phobia differs from individual to individual. Examination phobia has Cognitive, Emotional and Physiological components. Cognitive components include: thinking of failure, worrying about possible outcomes, lack of confidence, Feeling of excessive mental pressure, Suicidal ideation, Negative self talk, etc. Emotional components include: Tension, Apprehension, Nervousness, Depression, Frustration, etc. Physiological components include: Nausea, Palpitation, Perspiration, Trembling and limbs become cold, etc. All together leads to poor performance, then to poor achievement, which in turn creates anxiety. They may be preoccupied with negative thoughts, doubting their academic ability and intellectual competence (Sarason & Sarason, 1990). Phobia can be caused by different reasons. According to Mental Health Professionals, phobias are the result of repressed, unconscious conflicts symbolized by the type of phobia in order to control this kind of fear and anxiety. Therapists try to make an individual realize at a very basic emotional level that no real danger exists. "Effective treatment involves confronting the phobic object or situation in a gradual way, most often with the help of a therapist" (David, 1998). Many researchers have already conducted in the area of the treatment of different kinds of phobias. A research study conducted by Bjorn Helge Johnson and Kenneth Hugdahl (1989) was based on the analysis of different phobias through questionnaires. The study concludes that different fear questionnaires yielded a high degree of reliability and their use in clinical practice is encouraged.

Objective: To associate various factors related to exam phobia.

2. Methodology

The cross-sectional research design was used for the study. This study was carried out with the high school students of the Lucknow city. A total of 120 samples were selected from Lucknow city. In the selection of sample it was divided into two groups as N=60 boys, N=60 girls from the schools of Lucknow city. In the conducting this research multistage random sampling technique was used for the study. From the selected schools, one hundred twenty girls/boys were selected randomly for assessing their level of anxiety. "Stress scale for student" developed by Lina Bartkiene were using for assessing the level of anxiety among high school children.

3. Result and Discussion

Table 1: Relationship between examination phobia and Gender

Variable	Mean	S.D.	R-Value	Significant Value	Conclusion
Gender	1.50	0.502	30.758	.000	
Scale	2.51	0.534			

The result indicates that there is positive correlation examination phobia and gender.

As their value is positive and $p < 0.05$ thus null hypothesis is rejected.

Table 2: Relationship between examination phobia and performance outcome

Variable	Mean	S.D.	r	Significant value	Conclusion
Performance Outcome	5.78	1.36	30.758	.000	
Scale	19.97	2.78			

r= 30.758, N= 120

These results indicate that there is positive correlation examination phobia and performance outcome. As their value is positive and p.0.05 thus null hypothesis is rejected.

4. Conclusion

Everybody experiences fear or anxiety in life, but the threshold differs from individual to individual. When the fear or anxiety is strong and irrational this can be considered as phobia. Examination phobia is very common in children from primary to higher level these days. It is experienced by more or less every student which is very painful and is a state of uneasiness about the future uncertainties. Though difficult, but it can be defined as some changes in behaviour associated with the feeling of being examined in written test related to courses of study.

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