

# Effect of Examination Anxiety on Academic Achievement among Secondary School Pupils of Kerala

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**Abstract:** *Education system or school life enable the student to live effectively and fruitfully in a society. This can be materialised through proper instruction and assessment which are used in the educational process. Its objective should be to bring about desirable changes in all the three domains of one's personality i.e., cognitive, affective and psychomotor. In order to determine the extent to which these objectives have been achieved it is necessary to have systematic, comprehensive and continuous evaluation process. The present evaluation system is dominated by external examination. Mostly the scholastic attributes are being measured. Generally, all students are being anxious about facing the examination because many of them have uncertainty about their performance and achievement in the examination. All of them consider the examination achievement level as the level of their intelligence and they will be categorised in to different level or grade on the basis of their achievement level. The fear of facing the examination is called examination anxiety.*

**Keywords:** Examination anxiety, Academic achievement

## 1. Introduction

Examination in acts is usually conducted in every educational process. Our education system has become examination loaded. In Kerala, evaluation in educational institutions is usually done through written examination style. In written examination, mostly the learning outcomes are being measured from the cognitive domain. Affective and psychomotor domains are being given the least importance. In examination, most of the questions in any subject are meant for measuring the knowledge outcomes. In the present examination system, the performance or achievement of the examinee depend on his power of rote memorization and the nature of expression of the examinee.

Examination anxiety is the part of general anxiety. Examination anxiety generally affects the performance of the student in the exam. In the examination period, the excess of anxiety and fear cause emotional and physiological disturbance to the student. These difficulties may influence the presence of learning. The frequently reported problems in this field are difficulty in organizing study time effectively, overloaded feelings, decreased motivation and difficulty in recalling previously learned knowledge. But moderate level of anxiety promotes the achievement of student in the examination. Many literatures shows that examination anxiety definitely influences the academic achievement in every student.

## 2. Need and Significance of the Study

The examination is a powerful force of determining what is learned and taught. It helps the teachers to formulate the appropriate method of instruction. It helps the students to form an attitude towards education. Majority of the student have fear about facing the examination. Day by day their number is increasing because most of them have no confidence about their learning level or achievement level in the examination. In our society the marks gained by the student in the examination will be taken as the level of their

intelligence and academic competency. Examination anxiety usually has negative image among the students. But it has positive role also. Moderate level of examination anxiety is always good, it acts as a motivational factor in the examination performance. It promotes the level of achievement of the student and the hard work nature among the students. It creates a feeling of necessity of passing the exam and thereby to get higher class promotion; examination has been a powerful force for ensuring minimum standard in the educational system of the country. If a student get high marks in the examination results it provide happiness and pride, not only to the students but also to the teachers and parents. It is quite natural that parents have high expectation about their children.

Many literatures show the examination anxiety about the examination is one of the main factors deciding the achievement in education or examination. Examination system ensures minimum standard in education throughout the country. Achievement in the education field decides the future goodness of a student. Since the over anxiety in students especially during examination time affects their performance in their examination, investigator felt a strong need to find out the extent of relationship between examination anxiety and academic achievement.

### Objectives of the Study

- 1) To find out whether significant relationship exist between examination anxiety and academic achievement in the total sample and the sub samples based on sex, locality and type of management of the school.
- 2) To find out whether there will be significant difference in the relationship of examination anxiety with academic achievement between:
  - a) Boys and Girls
  - b) Rural and Urban school pupils
  - c) Pupils of Government and Private Schools.

### Hypotheses of the Study

- 1) There exists significant relationship between examination anxiety and academic achievement for the total sample and sub samples based on sex, locality and management of the schools.
- 2) There exists significant difference in the relationship of examination anxiety and academic achievement between
  - a) Boys and Girls
  - b) Rural and Urban school pupils
  - c) Pupils of Government and Private Schools.

### Methodology of the Study

It deals with the precise description of the sample used for the study, method, tool and statistical techniques used for the study.

**Method Used:** Normative survey method was used for collecting the data for the study.

**Variables in the Study:** In the present study, examination anxiety as the independent variable and academic achievement as the dependent variable.

**Sample for the Study:** The present study was conducted on a sample of 600 secondary school pupils of standard IX in Malappuram and Palakkad District in Kerala.

**Sampling Technique used for the study:** The sample was selected by using stratified random sampling technique giving due representation to both the sex (Boys/Girls), Locality of the school (Rural/Urban) and type of management (Government/ Private School).

### Tools used for the Study

The following tools were used to measure the variables of the study.

- 1) Achievement Test
- 2) Examination anxiety scale

The investigator computed the reliability of the achievement test by split half method. The Pearson's product moment correlation coefficient was calculated, the reliability of the test was found to be 0.81. The co-efficient of validity was found to be 0.95.

The investigator computed the reliability of the scale by test-retest method, the Pearson product moment correlation co efficient was found to be 0.91. The validity of the scale was considered by using the correlation method, the validity co efficient was found to be 0.78.

### Statistical Techniques used for the Study

The major statistical techniques used in the study are the following

- 1) Test of significance of difference between mean

- 2) Pearson product moment co-efficient of correlation followed by test of significance of difference between two 'r's.

### 3. Data Analysis and Interpretation of Data

Data and result of the relationship between examination anxiety and academic achievement for the total sample and sub samples.

The value obtained for the relationship between examination anxiety and academic achievement and that of critical ratio for the total sample and sub samples based on sex, locality and type of management of school are presented below.

The correlation value for Boys and Girls were 0.34 and 0.08 respectively. The calculated t value (3.05) which is greater than the table value 1.96 required for significance at 0.05 level. Hence the difference in correlation of Boys and Girls is significant at 0.05 level. Therefore, the result obtained reveals that Boys and Girls differ significantly in their relationship between Examination anxiety and Academic achievement.

Since the obtained critical value of Rural and Urban pupil is 4.04, which is greater than the table value 1.96 required for significance at 0.05 level. Hence, the difference in correlation of Rural and Urban school pupil is significant at 0.05 level. The result obtained indicates that Rural and Urban pupil differ significantly in their relationship between Examination anxiety and Academic achievement.

The correlation value for Govt. School pupils and Private school pupil were 0.27 and 0.16 respectively. The value obtained for critical ratio (1.34) which is less than the table value 1.96 required for significance at 0.05 level. Hence, the difference in correlation of pupil of Govt. and Private school is not significant at 0.05 level. The result obtained reveals that pupil of Govt. School and Private schools do not differ significantly in their relationship between Examination anxiety and Academic achievement.

### 4. Major Findings of the Study

- 1) For the whole sample, the correlation between examination anxiety and academic achievement shows a slight relationship ( $r=0.22$ ) and it is correlated.
- 2) There exists a moderate relation ( $r=0.34$ ) between examination anxiety and academic achievement for boys. The relation between the examination anxiety and academic achievement for girls is not significant because the 'r' value is 0.08.
- 3) The co-efficient of correlation between examination anxiety and academic achievement for rural school pupil ids ( $r=0.05$ ) suggest a negligible relationship. Urban school pupil shows a perceivable relationship ( $r=0.39$ ) between examination anxiety and academic achievement.
- 4) The coefficient of correlation between examination anxiety and academic achievement for private school pupil is ( $r=0.160$ ) suggest a slight relationship. Govt. School pupil shows a marked relationship ( $r=0.27$ )

between examination anxiety and academic achievement.

- 5) Boys and Girls differ significantly in their relationship between examination anxiety and academic achievement. Boys are more anxious about their examination than girls ( $t=3.05$ ).
- 6) In the case of rural and urban school pupils, there is significant difference in their relationship between examination anxiety and academic achievement. Urban school pupils have more examination anxiety than urban school pupils ( $t=4.04$ ).
- 7) In the case of pupils of Govt. and Private Schools, the results reveals that there is no significant difference in the relationship between examination anxiety and academic achievement ( $t=1.34$ ).

## 5. Discussion of the Results

There is much significant difference in the relationship of Examination anxiety and Academic achievement between Boys and Girls indicated that boys show high relation between examination anxiety and academic achievement than girls. This may be due to the reason that girls spend more time and pay more attention to the learning when compared to boys. So, they are more confident and less anxiety for facing the examination. Whereas boys generally spend more time in extracurricular activities or non-academic field when compared to girls.

The relation between the examination anxiety and academic achievement for Rural and Urban school pupil is very low. The influence of examination anxiety over the urban school pupil is very high than the rural pupil. Urban school pupil is more competitive natured and they are pressurized by their parent and teachers for getting good marks in the examination. So, they are more anxious about their performance in the examination. Whereas pupil of rural area is less pressurized by their parent and teachers and they are not so much competitive minded. So, they are less anxious about their performance in the examination.

The relationship between examination anxiety and academic achievement for pupil of Govt. And Private school is found to be not significant. Pupils of Govt. school show significantly high relationship between examination anxiety and academic achievement than the pupil of private schools. The parents and teachers of the private school pupil provide more attention and care to their children. Because of this, pupil of private schools has less anxiety for facing the examination. Whereas lack of teachers, overcrowded classroom, improper attention of the teacher towards the students are the main reason for presence of examination anxiety among the Govt. School pupils.

## 6. Conclusion

Correlational analysis is used to understand the extent of relationship between the dependent variable academic achievement and the independent variable examination anxiety. The results further reveals that there exists significant relationship between examination anxiety with academic achievement. Test of significance of difference in 'r's between examination anxiety and academic achievement

is used to test whether there will be significant difference in the relationship of independent variable and dependent variable based on sex, locality and type of management of schools. The result shows that there exists significant difference in the relationship of examination anxiety and academic achievement between boys and girls, rural and urban school pupils. There is no significant difference in the relationship between the pupils of Govt. and private schools.

## 7. Recommendations of the Study

- 1) Teachers should aware of the anxiety level of their students. They can be helping their students to reduce the examination anxiety by developing proper study habits after school time. Books and other supplementary learning materials should be provided to improve their achievement. Teachers should interact with parent and inform them about their child's progress.
- 2) Introduction of Continuous and Comprehensive Evaluation system in the education system to understand the all-round development and potentialities of the student.
- 3) Innovations to improve tools and techniques of evaluation to make the judgement free from personal bias and thereby reduce the anxiety about examination and evaluation system.
- 4) More model examinations should conduct before the main examination. It will be helpful for every student for the time calculation and a self-assessment about their performance level in the examination.
- 5) Introduction of grading system in the school instead of the present mark-oriented examination system.
- 6) Appointment of counsellors in the school for providing counselling service to the student is essential in the present world for solving the examination anxiety and other psychological problems.

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