

A Study to Evaluate the Effectiveness of Structured Teaching Programme on Knowledge regarding Coping Strategies of Examination Anxiety among Tenth Standard Students in Selected Schools at Hassan

Mayur Kumar Yadav

Abstract: *Very few people enjoy exams and most students experience some anxiety from time to time while revising and during the exams themselves. This anxiety can be helpful in motivating students to study and in improving performance, but very occasionally; it can lead students to feel paralyzed and unable to perform to the best of their ability. Exam anxiety is a set of responses that include excessive worry, depression, nervousness, and irrelevant thinking to a class or stimuli from an individual's experience of assessment/test and outcome. It is experienced by many students while undertaking exam. There are four main areas of reported stresses which can contribute to exam anxiety including life style issue, lack of required information, studying style and psychological factors.*

Keywords: Evaluate, Effectiveness, Structured Teaching Programme, Examination Anxiety, Coping Strategies

1. Objectives of the Study

- 1) Assess the existing knowledge of tenth standard students regarding coping strategies of examination anxiety.
- 2) Evaluate the effectiveness of structured teaching programme on knowledge regarding coping strategy of examination anxiety among tenth standard students.
- 3) Associate the knowledge of tenth standard students regarding coping strategies of examination anxiety with their selected socio-demographic variables.

2. Methodology

The investigator first introduced himself to the principal of C.K.S. English School and obtained permission for the study. The content validity was obtained from experts and the tool was found to be statistically reliable for the main study

Quasi Experimental One group pretest- posttest design was adopted for the study. Probability sampling, using simple random technique was found appropriate to select 60 Tenth standard students. The research instruments were organized into two sections:

Section A: Socio-demographic variables of Tenth standard students

Section B: It consists of 30 objective types of multiple choice questions on knowledge coping strategies of examination anxiety.

The pilot study was conducted to find the feasibility of the study. The obtained data was analyzed and interpreted on the basis of the objectives of the study. The collected data was summarized and tabulated by utilizing descriptive statistics (Percentage, mean and standard deviation) and inferential statistics (Paired t test, and chi square test).

3. Results

The score of relating to level of knowledge among 100% population of which respondent have the several levels of knowledge at pre test level and post test level. At pre test level 70.00% (42) of population have inadequate level of knowledge, 30 % (18) of population have moderate level and none of them has adequate knowledge regarding coping strategies of examination anxiety.

After STP about coping strategies of examination anxiety 40% (24) has adequate knowledge, 33.33 % (20) of population has inadequate knowledge and 26.67 % (16) of population have moderate knowledge. The results have shown improvement in one's level of knowledge regarding coping strategies of examination anxiety. The overall mean % of the pre test and post test knowledge scores was 30% and 53.06 % respectively and mean difference was 6.92 and 't' value was 6.88. So the enhancement of knowledge after STP was 23.06 % higher than pre test knowledge.

The overall pre test mean score was 9 whereas in the post test overall mean score was 15.92 with calculated 't' value of 6.88 that was higher than the table value. In order to test the statistical significance for testing hypothesis and to be compare the pre test and post test knowledge scores paired 't' test was used.

4. Conclusion

This study has proved that the Tenth standard students increased in knowledge regarding coping strategies of examination anxiety due to the effectiveness of structured teaching programme. Thus, the student researcher recommends further studies in these areas to improve the knowledge.