



EXAMINATION ANXIETY OF TEACHER TRAINEES OF D.T.ED.

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Abstract

*In this study, conducted in **Dhule City and Taluka (Tahasil)** of Dhule District in Maharashtra state, the investigator tried to find out the **Examination Anxiety** of teacher trainees and found that Most of the trainees (38.12%) have Extremely Low Examination Anxiety Level. Significant mean difference of Examination Anxiety was found between male and female teacher trainees of Urban and Rural D.T.Ed.Colleges.. While no Significant mean difference of Examination Anxiety was found between teacher trainees of Govt.-aided and Self-financed D.T.Ed. colleges.*

Keywords:- Examination Anxiety, Teachers, Trainees, D.T.Ed., D.Ed.



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Introduction:

In the classroom, we observed that, the general performance of few student's is outstanding, but their academic achievement in tests or examinations is low....why? We may attribute student's excellent performance in classroom examination to his superior intelligence or we may interpret their poor performance in terms of motivational concept such as anxiety, which interferes or facilitates with academic achievement.

The term '**anxiety**' generally means "**a state of emotional and physical disturbance induced in a person by a real or imaginary threat.**" It is a failure to meet a standard, or fear that one does not hold the appropriate standard. Psychologists believe that some anxiety is essential because it helps us to be alert and gives us motivation to deal with our problems. But it has also been observed that high levels of anxiety may block recall ability and expression of individual's potentials.

Anxiety is directly related to academic outcome. Research has proved that some of the intelligent students are poor in achievement because of special form of anxiety known as **examination anxiety or test anxiety**. Examination anxiety refers to the distress one

experiences when being evaluated or when thinking about prospective evaluation, which typically leads to reduced performance. Examination anxiety affects all of us and it is perfectly natural to experience it. Sleeplessness, headaches and upset stomach are all indicators of this anxiety. The behavioural signs are irritability, loss of concentration, depression, loss of appetite, palpitation and various other symptoms.

According to **S.Lali**, 'examination anxiety is a factor that is far more harmful than general anxiety. Hence it is ideal that when classroom tests are conducted there must be a clear attempt to minimize this form of anxiety.'

Therefore, our education is mostly affected by examination system, so we do not divert our education system from examination. Teacher is also guide and counsellor of their students. Before counselling of students for Anxiety disorders, it is necessary to study the Examination Anxiety level of teachers.

Objectives:

- 1) To measure Examination Anxiety of teacher trainees of D.T.Ed.
- 2) To compare the Examination Anxiety of male and female teacher trainees of D.T.Ed.
- 3) To compare the Examination Anxiety of teacher trainees of D.T.Ed in Rural and Urban Area.
- 4) To compare the Examination Anxiety of teacher trainees of D.T.Ed of Govt.-aided and Self-financed college.

Null Hypothesis:

- 1) There is no significant mean difference of Examination Anxiety of male and female teacher trainees of D.T.Ed.
- 2) There is no significant mean difference in Examination Anxiety of teacher trainees of D.T.Ed in Rural and Urban Area.
- 3) There is no significant mean difference in Examination Anxiety of teacher trainees of D.T.Ed of Govt.-aided and Self-financed college.

4) Sample:

For the study, 160 teacher trainees of D.T.Ed., out of these, 80 (40 male & 40 female) from two Govt.-aided D.T.Ed. colleges of Dhule city and 80 (40 male & 40 female) from two Self-financed D.T.Ed. colleges of Dhule Taluka (Tahasil) of Dhule District in Maharashtra state, were randomly selected.

Tool:

To measure Examination Anxiety, a Standard Test developed by **Dr.Madhu Agrawal** and **MissVarshaKaushal** was used. The test consists **38 Yes –No type items**. The Split-Half Reliability of test is 0.87 and Validity is 0.89

Procedure:

The test is in Hindi. First it was translated in Marathi by multiple language experts. Colleges and Teacher trainees were randomly selected. Before administration of test, all necessary instructions were given. Items were scored as per the instructions given in manual. Different groups and tables were prepared. For further interpretation mean, Standard Deviation and t-test was applied.

Result and Discussion:

Table-1 Classification of teacher trainees with respect to Level of Examination Anxiety.

| Sr.No | Anxiety Level | Number | Percentage |
|-------|--|--------|------------|
| 1 | Extremely Low Examination Anxiety Level | 61 | 38.12 |
| 2 | Low Examination Anxiety Level | 18 | 11.25 |
| 3 | Normal Examination Anxiety Level | 34 | 21.25 |
| 4 | High Examination Anxiety Level | 27 | 16.87 |
| 5 | Extremely High Examination Anxiety Level | 20 | 12.50 |
| | Total - | 160 | 100 |

- From Table-1, it is concluded that, 61 out of 160(38.12%) teacher trainees have Extremely Low level of Examination Anxiety,18 out of 160 (11.25%) teacher trainees have Low level of Examination Anxiety, 34 out of 160 (21.25%) teacher trainees have Normal level of Examination Anxiety, 27out of 160 (16.87%) teacher trainees have High level of Examination Anxiety, and 20 out of 160 (12.5%) teacher trainees have Extremely High level of Examination Anxiety,

Table-2 Comparison of teacher trainees with respect to the Examination Anxiety.

| Sr.No | Group | N | Mean | S.D. | T-Value | Level of Significance |
|-------|---------------|----|-------|------|---------|-----------------------|
| 1 | Male | 80 | 12.62 | 8.28 | 0.59 | Non-Significant |
| | Female | 80 | 13.41 | 7.21 | | |
| 2 | Urban | 80 | 13.63 | 9.27 | 0.32 | Non-Significant |
| | Rural | 80 | 12.98 | 7.31 | | |
| 3 | Govt.-Aided | 80 | 10.9 | 7.55 | 2.89 | Significant |
| | Self-financed | 80 | 14.57 | 7.38 | | |

Level of Significance= 0.05

- **From table-2**, it is found that, $t\text{-value}=0.59$ is Non-significant at 0.05 level. Hence the null hypothesis (1) is accepted. It is concluded that there is significant mean difference in the Examination Anxiety of male and female trainee teachers.
- **From table-2**, it is found that, $t\text{-value}=0.32$ is Non-significant at 0.05 level. Hence the null hypothesis (2) is accepted. It is concluded that there is significant mean difference in the Examination Anxiety of trainee teachers of Urban and Rural D.T.Ed Colleges.
- **From table-2**, it is found that, $t\text{-value}=2.89$ is Significant at 0.05 level. Hence the null hypothesis (3) is rejected. It is concluded that there no significant mean difference in the Examination Anxiety of teacher-trainee of Govt.-aided and self-financed D.T.Ed.college.
- **Conclusion:-**
Most of the Teacher-trainees (38.12%) have Extremely Low level of Examination Anxiety, 12.5% Teacher-trainees have Extremely High level of Examination Anxiety. As per above mentioning, these two levels are not fair and healthy for academic achievement. These future teachers needed counselling. Significant mean difference of Examination Anxiety was found between male and female teacher trainees and teacher trainees of Urban and Rural D.T.Ed Colleges. While no Significant mean difference of Examination Anxiety was found between teacher trainees of Govt.-aided and Self-financed D.T.Ed.college.

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