



IMPACT OF EXAMINATION ANXIETY ON ACADEMIC ACHIEVEMENT IN SECONDARY LEVEL MALE STUDENTS

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Paper Received On: 25 NOV 2021

Peer Reviewed On: 30 NOV 2021

Published On: 1 DEC 2021

Abstract

The time we live in have been called the 'age of anxiety' but probably every age or era of human history could be designated in the sense way. Anxiety, fear and worry seen to be permanent parts of the human condition. Anxiety has been of central concerns in the study of individuals. Examination Anxiety is a type of anxiety that can affect an exam taker before, during or after an exam. It is an issue that many students deal with at one time or another. The present study is conducted to examine the relationship between Examination Anxiety and Academic Achievement of higher secondary male students of U.P.Board affiliated schools of District Meerut. The sample of 125 higher secondary male students was selected randomly. A standardized Examination Anxiety Test was used to measure the anxiety of students. The results revealed that a minimum level of examination anxiety is essential for a better achievement. There exists a negative correlation between high anxiety and achievement at higher secondary level. Some implications of the present study have also been suggested in study to maintain the required level of anxiety for a better academic achievement.

Keywords : Examination Anxiety, Academic Achievement, Male Students



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Education develops the full personality of an individual making him intellect, learned, bold, courageous and strong with good character; on the other hand, it contributes to the growth and development to the society in particular and the nation at large. Education is able to install in the child a sense of maturity and responsibility by bringing in him the desired changes according to society, of which he is an integral part.

The academic achievement is, day by day, attracting the attention of the educators because it has been taken as a criterion for selection in various walks of life, so in the field of educational research academic achievement is of paramount importance. The perplexing phenomenon of under achievement of failure among the student at various stages of

education have been the student at various stages of education have been off continue to be a cause of great concern to educationists, teacher guidance, counselors and educational planners.

Anxiety is the dynamic centre of normal as well as abnormal persons that was suspected several books. Anxiety adversely affects the formation of relationship with press, spouses, employees, surroundings etc. in life, the further emphasized in on 'Anxiety and related disorders' that although separation anxiety disorder, cause immediate discomfort for the child and other family members, it also has serious implications for the future. Anxiety is either the main symptom of anxiety disorders or it is experienced when the individual attempts to control certain maladaptive behaviors so; anxiety is a very important factor in performance of the individual and it should be kept under check so that its desired level does not reach its abnormal stage.

What Is Anxiety:

Thus, anxiety will be defined as a state of arousal caused by threat to well being 'State' means a condition of involving the entire organism. Here 'Threat' refers to anticipation of pain or danger or serious interference with goal seeking activities.

Anxiety is an unpleasant state of inner turmoil, often accompanied by nervous behavior, such as pacing back and forth somatic complaints and rumination It is the subjectively unpleasant feelings of dread over something unlikely to happen, such as the feeling of imminent death. Anxiety is feeling unrealistic fear, worry, and uneasiness, usually generalized and unfocused. It is often accompanied by restlessness, fatigue, problems in concentration, and muscular tension. Anxiety is not considered to be a normal reaction to a perceived stressor although many feel it occasionally. When anxiety becomes overwhelming and distressing to the sufferer, it may fall under the psychiatric diagnosis of anxiety disorder. Anxiety is not the same as fear. Fear is evoked by a realistic danger and is an appropriate response to a perceived threat, while anxiety is worry or overreaction to a situation that is only subjectively seen as menacing.

What Is Examination Anxiety:

Examination anxiety is a combination of perceived physiological over-arousal, feelings of worry and dread, self-depreciating thoughts, tension, and somatic symptoms that occur during test situations. It is a physiological condition in which people experience extreme stress, anxiety, and discomfort during and/or before taking a test. These responses can drastically

hinder an individual's ability to perform well and negatively affects their social emotional and behavioral development and feelings about themselves and school. Examination anxiety is prevalent amongst the student populations of the world, and has been studied formally since the early 1950s beginning with researchers George Mandler and Seymour Sarason. Sarason's brother, Irwin G. Sarason, then contributed to early investigation of examination anxiety, clarifying the relationship between the focused effects of examination anxiety, other focused forms of anxiety, and generalized anxiety.

Examination anxiety can also be labeled as anticipatory anxiety, situational anxiety or evaluation anxiety. Some anxiety is normal and often helpful to stay mentally and physically alert. When one experiences too much anxiety, however, it can result in emotional or physical distress, difficulty concentrating, and emotional worry. Examination anxiety has been shown to have a consistently negative relationship with test performance, and test-anxious students are found to perform about 12 percent below their non-anxious peers. Inferior performance arises not because of intellectual problems or poor academic preparation, but because testing situations create a sense of threat for those experiencing examination anxiety; anxiety resulting from the sense of threat then disrupts attention and memory function.

Researchers suggest that between 25 to 40 percent of students experience examination anxiety. Students with disabilities and students in gifted education classes tend to experience high rates of test anxiety. Students who experience examination anxiety tend to be easily distracted during a test, experience difficulty with comprehending relatively simple instructions, and have trouble organizing or recalling relevant information.

Examination Anxiety is a type of anxiety that can affect an exam taker before, during or after an exam. It is an issue that many students deal with at one time or another. Slight exam stress can help by providing alertness, readiness and helping you to concentrate. However, excessive exam anxiety can result in stress and negatively affect performance.

Objectives of the Study:

The study was design to achieve the following objectives:

- To find the relationship between extremely high anxiety and academic achievement of XIth class male students.
- To find the relationship between high anxiety and academic achievement of XIth class male students.

- To find the relationship between normal anxiety and academic achievement of XIth class male students.
- To find the relationship between low anxiety and academic achievement of XIth class male students.
- To find the relationship between extremely low anxiety and academic achievement of XIth class male students.

9 Hypotheses of the Study:

Considering the objectives of the study, it was thought better to formulate null hypotheses so that they could be tested statistically.

In this study the following hypotheses were formed:

1. There is no significant relationship between extremely high anxiety and academic achievement of XIth class male students.
2. There is no significant relationship between high anxiety and academic achievement of XIth class male students.
3. There is no significant relationship between normal anxiety and academic achievement of XIth class male students.
4. There is no significant relationship between low anxiety and academic achievement of XIth class male students.
5. There is no significant relationship between extremely low anxiety and academic achievement of XIth class male students.

Methodology:

The choice of the research method is determined by the theory of the topic under study, objective of the study, resources of the investigator etc. The main objective of the investigation was to find out the affecting relationship between examination anxiety and academic achievement. Considering the nature and objective of the present study as well as resources of the investigation. All the steps and characteristics have been follow which are essential for normative survey method of investigation.

Population of the Study:

In the present study, the population has been defined as male students studying in XI class in U. P. Board School of district Meerut, U. P. As this population was convenient for the researcher to exploit her resources for gathering genuine research data as the main problem in survey type research is to get genuine and required response towards data.

Procedure of Sampling:

For the present study, first of all a list of all schools affiliated to U.P. Board of district Meerut is collected from District Inspector of Schools (D. I.O.S.). Then from the obtained list total 4 schools were selected randomly through drawing the lottery. Now all the 125 available male students of class XI in these 4 schools were selected as the sample of the study.

Thus the total number of subjects in a sample of the study was 125 students.

Tools Used:

To measure the above variable the following tools are used in the present study:

(a).To measure the students examination anxiety **Students' Examination Anxiety Test** constructed by **Dr. Madhu Agrawal & Miss. Varsha Kaushal** has been used. The reliability by test retest method after an interval of 15 days to one month was found to be 0.92. For validity, two external criteria were employed to find validity of the test.

The correlation between the scores of SEAT and SCAT was found 0.57 (N=115) the correlation between SEAT scores and ratings by friends on a five point rating scale was found to be 0.89.

(b).To measure academic achievement the final examination record of Xth class has been used.

Collection and Organization of Data:

The investigator made her best to collect the most reliable & valid data. Each selected student was given a set of tool (SEAT) arranged in a booklet form.

.The tool was collected on same day by investigator. The test booklet duly filled up is then scored as per scoring procedures laid down for the tool i.e. SEAT yielded total scores for each student. Based on their scores, students were categorized at five levels of examination anxiety ; extremely high anxiety, high anxiety, moderate anxiety, low anxiety and extremely low anxiety.

Statistical Technique Used:

Since the research study is based on the effect of one variable on another, so here researcher has use the **Karl Pearson's Product Moment Correlation** technique. As this technique is suitable up to interval scale and more valid & reliable than other correlation technique.

To find out the significance of obtained correlation coefficient, t-test for 'r' has been used.

Findings and Interpretation:

Testing Hypothesis No.-1:

Table - 01

Showing values related to ‘r’ between extremely high Anxiety and Academic Achievement of XIth class male students.

S.No.	Variables	N	Mean	Calculated value of ‘r’	interpretation	significance
1.	Examination Anxiety	22	33.82	-0.62	Moderate Negative Correlation	Significant at .05 level of significance
2.	Academic Achievement	22	81.84			

Interpretation

Table no.01 shows that the calculated value of r is -0.62. Which means that there is a moderate negative correlation between extremely high anxiety and academic achievement of XIth class male students. The obtained correlation is found significant at .05 level of confidence. It reveals that extremely high anxiety effects academic achievement inversely; as the exam anxiety increases in extremely high category, the academic achievement of the students decreases simultaneously

Testing Hypothesis No.-2

Table -0 2

Showing values related to ‘r’ between high Anxiety and Academic Achievement of XIth class male students.

S. No.	Variables	N	Mean	Calculated value of ‘r’	interpretation	significance
1.	Examination Anxiety	26	26.18	-0.47	Moderate Negative Correlation	Significant at .05 level of significance
2.	Academic Achievement	26	81.54			

Interpretation:

Table no.02 shows that the calculated value of r is -0.47. Which means that there is a moderate negative correlation between high anxiety and academic achievement of XIth class male students. The obtained correlation is found significant at .05 level of confidence. It

reveals that high anxiety effects academic achievement inversely; as the exam anxiety increases in high anxiety category, the academic achievement of the students decreases simultaneously

Testing Hypothesis No.-3

Table-03

Showing values related to ‘r’ between moderate Anxiety and Academic Achievement of XIth class male students.

S.No.	Variables	N	Mean	Calculated value of ‘r’	interpretation	significance
1.	Examination Anxiety	30	18.36	+0.62	Moderate Positive Correlation	Significant at .05 level of significance
2.	Academic Achievement	30	83.95			

Interpretation

Table no.03 shows that the calculated value of r is + 0.62. Which means that there is a moderate positive correlation between normal anxiety and academic achievement of XIth class male students. The obtained correlation is found significant at .05 level of confidence. It reveals that moderate anxiety effects academic achievement positively; as the exam anxiety increases in moderate anxiety category, the academic achievement of the students increases simultaneously.

Testing Hypothesis No.-4

Table - 04

Showing values related to ‘r’ between low Anxiety and Academic Achievement of XIth class male students.

S.No.	Variables	N	Mean	Calculated value of ‘r’	interpretation	significance
1.	Examination Anxiety	25	10.91	+0.22	Low Positive Correlation	Not Significant at .05 level of significance
2.	Academic Achievement	25	85.68			

Interpretation

Table no. 04 shows that the calculated value of r is +0.22. Which means that there is a low positive correlation between low anxiety and academic achievement of XIth class male students. The obtained correlation is not found significant at .05 level of significance..

Testing Hypothesis-5

Table-05

Showing values related to ‘r’ between extremely low Anxiety and Academic Achievement of XIth class male students.

S.No.	Variables	N	Mean	Calculated value of ‘r’	interpretation	significance
1.	Examination Anxiety	22	5.41	+0.19	Very Low Positive Correlation	Not Significant at .05 level of significance
2.	Academic Achievement	22	86.76			

Interpretation:

Table no. 05 shows that the calculated value of r is +0.19. Which means that there is a very low positive correlation between extremely low anxiety and academic achievement of Xth class male students. The obtained correlation is not found significant at .05 level of significance

Conclusions

In the present study the overall conclusion can be drawn that male students of XIth class from U. P. board, negatively affect their academic achievement if they are extremely anxious. Similarly, if they are highly anxious, their academic achievement again affected negatively but slightly less. The study reveals that the academic achievement of students is affected positively with moderate examination anxiety, means academic achievement increases with the moderate examination anxiety.

The study also reveals that with low and extremely low anxiety the male students perform better but not significantly. Hence, the present study support the famous ‘threshold theory’ of anxiety that a minimum level of anxiety is essential for better achievement.

Educational Implications of the Study:

One basic objective of educational research is to improve educational area by implementing findings of the research studies in it. Research scholars can be benefitted by the

finding of the present study finding of the present study will serve as a basic data for further studies related to anxiety & to scholar of the psychology & education.

Teacher & administrator should provide such a congenial atmosphere in the school that will help the student to keep their anxiety level normal by encouraging students to take part in co curricular activities. Also teachers can introduce different methods in their teaching so that it can developed the interest of students in their relative fields which will result in increased academic achievement of the students & also help the student to understand that exams are not a burden & there is nothing to be over anxious about them. As the study is focused on the students, by this study students should understand that they should not take pressure about any task related to their academics. If they will do it in their normal conditioning so it will be more beneficial to adapt the knowledge from the school. Also they can be actively participated in all activities of school.

Anxious behavior is very harmful for a child. In present days we also see many suicide and depression cases because of their anxious stage. The present study is beneficial for thinkers to design a flexible curriculum which is according to individual differences. It should not focus to bookish knowledge. In fact it should relate students in practical world of experience, where students can expose themselves very naturally.

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