

A Study of Effect Of Examination Anxiety And Academic Achievement on Secondary Level Students

Dr. Neeraj Kumar

Assistant Professor

Department of B.Ed./ M.Ed.

MJP Rohilkhand University Bareilly

Anukampa

Assistant Teacher

Basic Education Department

Abstract

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 & the nation at large. In this concern, the concept of formal education has a wider meaning and includes an educational set up. In which 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. In general, it is also being observed that students feel anxious before their evaluation which affect their academic achievement in various manner. In this research study , researcher have made an attempt to study the effect of examination anxiety on academic achievement of 10th class students male & female from U.P. board. There is an effort to find out the effect of examination anxiety during academic achievements in male and females. Results revealed that boys can perform better without anxiety but girls can do better in their academic achievement if they are anxious. So girls can face anxiety better than boys.

Key –words: Examination anxiety, Academic Achievements

The success of any educational system is evaluated by the academic achievement of students. It is a well established that academic achievement of students is based on the education standard of the institution. At the same time environmental standards have also been made responsible for affecting the academic achievement and personality of the students. Environmental factors such as school, parent's teacher's administrative efficiency and physical structure do influence student's achievement.

One of the greater problems of our country is to raise the standard of education. In spite of all the best efforts made in school to raise the abilities capacities & other personality characteristics of children, it is not possible to attain the optimum level of educational goal i.e. all round development of one's personality in social context.

Exam Anxiety is a common phenomenon negatively affecting the academic, emotional, personal and social lives of almost 20% students across nationalities including India. Test anxious students score poor grades/ marks and have poor mental health in comparison to others. It may be total at times. These are reports of deliberate self harm and suicide by students highlighting the need for timely intervention. While some research has begin to examine the anxiety of various groups and how this may impact on

learning out comes. Therefore the present study will be benefitted for the teachers, students, parents & researchers.

Objectives of the Study: objectives of the present study were laid down as follows:

1. To find the relationship between anxiety and academic achievement of male students.
2. To find the relationship between anxiety and academic achievement of female students.

Hypotheses: The following hypotheses were formulated and tested:

1. There is no significant relationship between anxiety and academic achievement of 10th class male students.
2. There is no significant relationship between anxiety and academic achievement of 10th class female students.

Methodology:

Method: Normative survey method was used in the present study.

Sample: The sample consisted of 125 female & 125 male i.e. total 250 students of various U.P. Board schools from district Bulandshahr , U.P.

Tool : Student’s Examination Anxiety Test constructed by Dr. Madhu Agrawal & Miss Varsha Kaushal was used to collect data.This tools covers five dimensions of examination anxiety:- 1. Extremely High Anxiety 2. High Anxiety 3. Normal Anxiety 4. Low Anxiety 5. Very Low Anxiety

Statistics Used : Karl Pearsons’s Product Moment Correlation was used for the analysis of the data.

Result And Discussion:

Table -1 : on the basis of five dimensions of the tool researchers find following data on male students:

| S.No. | Dimension of tool | Variables | N | Mean | Calculated value of ‘r’ | Level of significance |
|-------|------------------------|----------------------|----|-------|-------------------------|-------------------------------|
| 1. | Extremely High Anxiety | Examination Anxiety | 22 | 27.44 | + 0.25 | Low Positive Correlation |
| 2. | | Academic Achievement | 22 | 61.36 | | |
| 1. | High Anxiety | Examination Anxiety | 26 | 18.96 | - 0.23 | Low Negative Correlation |
| 2. | | Academic Achievement | 26 | 69.00 | | |
| 1. | Normal Anxiety | Examination Anxiety | 30 | 15.24 | + 0.037 | Very Low Positive Correlation |
| 2. | | Academic Achievement | 30 | 76.04 | | |

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|----|------------------|----------------------|----|-------|--------|-------------------------------|
| 1. | Low Anxiety | Examination Anxiety | 25 | 10.96 | -0.196 | Very Low Negative Correlation |
| 2. | | Academic Achievement | 25 | 79.76 | | |
| 1. | Very Low Anxiety | Examination Anxiety | 22 | 7.08 | -0.36 | Low Negative Correlation |
| 2. | | Academic Achievement | 22 | 48.44 | | |

Table -1 reveals that when male students are very high anxious or anxious their academic achievement decreases in a slow pace, but when the level of anxiety decreases their academic achievement increases slowly. Therefore it can be find that male students perform better when their anxiety level is low.

Table -2 : on the basis of five dimensions of the tool researchers find following data on female students:

| S.No. | Dimension of tool | Variables | N | Mean | Calculated value of 'r' | Level of significance |
|-------|------------------------|----------------------|----|-------|-------------------------|-------------------------------|
| 1. | Extremely High Anxiety | Examination Anxiety | 23 | 32.12 | -0.503 | Moderate Negative Correlation |
| 2. | | Academic Achievement | 23 | 60.40 | | |
| 1. | High Anxiety | Examination Anxiety | 25 | 27.52 | + 0.16 | Very Low Positive Correlation |
| 2. | | Academic Achievement | 25 | 79.52 | | |
| 1. | Normal Anxiety | Examination Anxiety | 32 | 22.76 | + 0.11 | Very Low Positive Correlation |
| 2. | | Academic Achievement | 32 | 72.80 | | |
| 1. | Low Anxiety | Examination | 22 | 17.20 | | Very Low |

| | | | | | | |
|----|------------------|----------------------|----|-------|---------|-------------------------------|
| | | Anxiety | | | + 0.024 | Positive Correlation |
| 2. | | Academic Achievement | 22 | 61.72 | | |
| 1. | Very Low Anxiety | Examination Anxiety | 23 | 11.52 | + 0.11 | Very Low Positive Correlation |
| 2. | | Academic Achievement | 23 | 50 | | |

Table -2 reveals that when female students are very high anxious their performance decreases but when female students are anxious or at normal anxious their academic achievement increases , but when the level of anxiety decreases their academic achievement increases but comparatively in very slow pace. Therefore it can be find that female students perform better when their anxiety level is high.

Conclusion:

In the present study, it is clearly observed that male students negatively affect their academic achievement if they are anxious but it does not affect them a lot. Similarly, female students perform better when they are normal anxious. At extremely high anxiety their academic achievement affected. Therefore it can be concluded that boys can perform better without anxiety but girls can perform better when they are little anxious. However, high anxiety affects negatively both.

For better performances in academics little anxiety supports in positive direction, but when students being forced by lots of exam pressure and performance pressure these expectation creates high anxiety therefore they become unable to perform better as expected. So , it is better to support & guide students in positive direction rather than forcing them to perform as created expectation.

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