

A STUDY ON THE EXAMINATION ANXIETY AND ACADEMIC ACHIEVEMENT OF SECONDARY SCHOOL PUPILS

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ABSTRACT

Even during the early years of anxiety were felt more among students with inadequate school/college backgrounds and that anxiety was related to low achievement test scores and high levels of test anxiety. Today, with the continuance of high-stakes standardized achievement tests, there is even more pressure on students to test well. Unfortunately, that is not always synonymous with a true understanding of the material. This has led to alleviation of anxiety in the hopes that less anxiety will therefore increase test scores for schools and colleges. The students age can be made more aware of anxiety and how to work with it, they might be able to bypass those negative experiences. “The facts are these: millions of adults are blocked from professional and personal opportunities because they fear or perform poorly in academic level. Anxiety is a psychological experience, which may be described as a ranging from mild worry or apprehending to acute fear. Anxiety is that pervading worry or apprehending which colors all the emotional life of the individual without seeming to belonging to anything particular. Anxiety is due to imaginary rather than real cause. It is accompanied by a feeling of helpless because anxious person feels blocked and unable to find a solution for his problem. Anxiety is a common symptom found in different populations, and it is especially, so in many students. The relationship of anxiety to Academic performance on complex tasks is there. High anxiety has usually been found to be detrimental to performance on complex activities.

KEYWORDS:

INTRODUCTION

Even during the early years of anxiety were felt more among students with inadequate school/college backgrounds and that anxiety was related to low achievement test scores and high levels of test anxiety. Today, with the continuance of high-stakes standardized achievement tests, there is even more pressure on students to test well. Unfortunately, that is not always synonymous with a true understanding of the material. This has led to alleviation of anxiety in the hopes that less anxiety will therefore increase test scores for schools and colleges. The students age can be made more aware of anxiety and how to work with it, they might be able to bypass those negative experiences. “The facts are these: millions of adults are blocked from professional and personal opportunities because they fear or perform poorly in academic level. Anxiety is a phenomenon that people frequently encounter in their daily life. Anxiety can be described as the tense, unsettling anticipation of a threatening but vague event; a feeling of uneasy suspense.

As a result of the nature of anxiety, researchers have provided a classification of this phenomenon into different sub-categories (e.g. language anxiety, speech anxiety, social anxiety,), we will concentration one of these categories,

namely, test anxiety. Test anxiety is a combination of physiological over-arousal, tension and somatic symptoms, along with worry, dread, fear of failure, and catastrophizing, that occur before or during test situations. It is a physiological condition in which people experience extreme stress, anxiety, and discomfort during and/or before taking a test. Researchers suggest that between 25 and 40 percent of students experience test anxiety. Test anxiety may occur as a result of a bad individual's self-concept of academic ability when the students believed they will fail or perform poorly in the examination" Also, infrequent test preparation, high-stake examinations and discomfort with testing situation will lead to test anxiety. Test anxiety is one of the most devastating factors in educational institutes and other sittings where examining is being conducted.

REVIEW OF RELATED LITERATURE

- **JAYASWAL, V.K. (2009)** "A study of creativity in relation to anxiety in male and female teacher trainees" The objectives were 1. To explore the pattern of relationship between creativity and anxiety among teacher trainees, 2. To find out the impact of sex, academic background rural/urban settings among the teacher trainees. The major findings of the study were: There was no significant relationship between anxiety and creativity in female teacher and relationship between anxiety and creativity was not curvilinear. The female teacher trainees were significantly superior to the male trainees on fluency and flexibility and male science group teacher's trainees were significantly higher than the art group trainees and there is no difference in the creativity of the teacher trainees belonging in the urban and the rural areas.
- **GYANONI, T.C., (2010)** "Frustration reaction as functions of achievement motivation and anxiety at different age levels, Ph.D. Edu, The objectives are 1. To find the role of needs achievement and anxiety in determining the frustration reactions of the individuals at different levels of age. 2. To establish the regression equations between various frustration reactions as criterion variables and need achievement, anxiety and age as predictor variables. The findings were :A significant increase in intropunitive behavior was observed, whereas impulsive frustration reaction increased with age but a significant fall in this particular reaction was observed after the age of 20 years. Most of the subjects of the parent population were not very aggressive or passive in frustrating situations.
- **Rezazadeh (2009)** a statistically significant negative correlation was observed between test anxiety and academic achievement. A study conducted by Nicholson (2009) to explore the effects of test anxiety on student achievement of grade 11 students, revealed that anxiety and achievement are related to each other.
- **Khalid and Hasan (2009)** conducted a study on a purposively selected sample of 187 undergraduate students to explore the relationship between test anxiety and academic achievement and found that students with academic achievement had low test anxiety scores and vice versa.

RESEARCH METHODOLOGY

Significance of the Study

Even during the early years of anxiety were felt more among students with inadequate school/college backgrounds and that anxiety was related to low achievement test scores and high levels of test anxiety. Today, with the continuance of high-stakes standardized achievement tests, there is even more pressure on students to test well. Unfortunately, that is not always synonymous with a true understanding of the material. This has led to alleviation of anxiety in the hopes that less

anxiety will therefore increase test scores for schools and colleges. The students age can be made more aware of anxiety and how to work with it, they might be able to bypass those negative experiences. “The facts are these: millions of adults are blocked from professional and personal opportunities because they fear or perform poorly in academic level.

SCOPE OF THE STUDY

Anxiety is a psychological experience, which may be described as a ranging from mild worry or apprehending to acute fear. Anxiety is that pervading worry or apprehending which colors all the emotional life of the individual without seeming to belonging to anything particular. Anxiety is due to imaginary rather than real cause. It is accompanied by a feeling of helpless because anxious person feels blocked and unable to find a solution for his problem. Anxiety is a common symptom found in different populations, and it is especially, so in many students. The relationship of anxiety to Academic performance on complex tasks is there. High anxiety has usually been found to be detrimental to performance on complex activities. Therefore, it can be said that there exists a small part significant inverse relat

OPERATIONAL DEFINITIONS OF THE KEY TERMS

EXAMINATION ANXIETY

- Anxiety is considered as a block to an activity. A person who suffers from anxiety may not be able to devote his full energy in performance of a task.
- “Too much anxiety about a test is commonly referred to as Examination – anxiety”. Too much anxiety may block performance during the test. We many have difficulty demonstrating what we know during the test.

ACADEMIC ACHIEVEMENT

- Achievement is a general term for the successful attainment of some goal requiring a certain effort, the degree of level of success in some specified area or in general. It is the knowledge acquired and skills developed in college subjects generally indicated by marks obtained in the tests or examinations

SECONDARY SCHOOL PUPILS

- Students studying in School having classes from VIII, IX & X.

OBJECTIVES OF THE STUDY

1. To study the level of examination anxiety of secondary school pupils and to classify it.
2. To study the level of academic achievement of secondary school pupils and to classify it.
3. To study the relationship between examination anxiety and academic achievement of secondary school pupils.
4. To study the significant difference in examination anxiety of male and female secondary school pupils.
5. To study the significant difference in examination anxiety of Govt and private secondary school pupils.
6. To study the significant difference in occupational stress of rural and urban secondary school pupils.

HYPOTHESES OF THE STUDY

The Null hypotheses for the present study are as follows:

1. There is no significant difference in examination anxiety of male and female secondary school pupils.
2. There is no significant difference in examination anxiety of govt and private secondary school pupils.
3. There is no significant difference in examination anxiety of rural and urban secondary school pupils.

VARIABLES OF THE STUDY

Due to weight- age is given to represent the different cross sections of the pupils basing on Gender, locality, Type of school manage. As these variables are likely to influence the examination anxiety and academic achievement of secondary school pupils

- Gender (Male/Female)
- Locality (Rural / Urba
- Management of the School (Govt/ Private)

SAMPLE OF THE STUDY

The sample consists of 100 secondary school pupils which consist of 50 male and 50 female. Since the population does not form a homogeneous mixture, stratified random sampling technique was used to find the representative sample for the study. The sample was collected from the Sattenapalli Palnadu district.

METHOD OF INVESTIGATION

The present investigation fails under the survey method and it deals with making survey of the study on anxiety and academic performance in mathematics among Intermediate Students. According to Webster's new colleges dictionary "A study is critical inspection, often official to provide exact information". Survey research is a method for college and analyzing data obtained from a large number of respondents, representing a specific population collected through highly structured and detailed questionnaire or interviews. Descriptive studies serve as the direct sources of valuable knowledge concerning human behavior. They help in planning various educational programs the following are the characteristics of the survey method. The survey method gathers data form a relatively large number of cases at a particular time. Survey method involves clearly defined problems. It involves definite objectives surveys vary greatly in complexity.

The major purpose of the present piece of investigation is to study on anxiety and academic performance in mathematics among Intermediate Students"

DELIMITATIONS OF THE STUDY

1. The present study is confined only IX Class students in Sattenapalli Palnadu district.
2. The statistical result is confined at 0.05 significant levels only.
3. The study is limited to 100 students only.

TOOL FOR THE STUDY

- The tool was standardized by the Dr. Subhash sarkar, Assistant Professor& Head-incharge, Department f Education, Tripura university. The examination anxiety scale consists of 50 statements are given related to

different aspects like worry, tension, helplessness, nervousness, etc., towards mathematics. Against each statement a three point scale is given. The three points are agreeing, undecided and disagree.

DATA ANALYSIS

Objective Wise Analysis

- In this study analysis is preceded on the basis of the previously designed objectives. And they are as follows

Objective: 1

- To study the level of examination anxiety of secondary school pupils and to classify it

Table: 4.1 The Mean, Percentage of Mean, SD and 1/5th of Mean of the Total Sample of the Examination Anxiety of the Secondary School Pupils

N	Mean	% of mean	SD	1/5 th of mean
100	220.83	55.21	43.41	44.17

Observations

- Total sample is 100. The mean value of the of secondary school pupils is 220.83, % of mean is 55.21, standard deviation is 43.41 and 1/5th of the mean is 44.17.

Interpretation

- From the above observation as the 1/5th of the mean is greater than SD. So that the result is homogeneous.

Classification of the Pupils

- It is done on the basis of the level of examination anxiety of the secondary school pupils. The minimum possible score is 00; the maximum possible score is 100. The range is 266. It is divided into 3 classes starting from 99 to 365 with poor, average and good.

Table: 4.2 Classification of Secondary School Pupils on the Basis of Their Level of Examination Anxiety

Category	Score Scale	No. of pupils	%
Poor	0-30	25	25%
Average	31-60	71	71%
Good	61-100	4	4%

Interpretation

- The pupils are found to be 'average' in examination anxiety. It means most of the pupils have average examination anxiety.

Objective: 2

- To study the level of academic achievement of secondary school pupils and to classify it

Table: 4.3 The Mean, Percentage Of Mean, SD and 1/5th of Mean of the Total Sample of The Academic Achievement of the Secondary School Pupils

N	Mean	% of mean	SD	1/5 th of mean
100	207.62	69.21	43.52	41.52

Observations

- Above table gives the observation of, for the 100 secondary school pupils the mean of their academic achievement 207.62, % of mean is 69.21, standard deviation of the academic achievement is 43.52 and 1/5th of the mean is 41.52

Interpretation

- From the above observations it is clear that 1/5th of the mean is lesser than SD so the observation is Heterogeneous.

Classification of the Academic Achievement

- It is done on the basis of their level of Academic Achievement. The minimum possible average mark obtained by the pupils is 108; the maximum possible score is 300. The range is 202. It is divided into 4 classes as 108-147, 148-197, 198-247, 248-300 range starting with Average, Good, Very Good and excellent. Each class has the interval of 50 but due to the lack of distribution last intervals have to produce 52 as its interval.

Table: 4.4 Classification of Secondary School Pupils on the Basis of Their Level of Academic Achievement

Category	Score Scale	No. of pupils	%
Average	108 – 147	12	12%
Good	148 – 197	19	19%
Very Good	198 – 247	55	55%
Excellent	248-300	14	14%

- From the above table it is observed that the academic achievement of secondary school pupils can be divided as the class intervals 108 – 147 ; 148 – 197; 198 – 247 ; 248-300 and the no. of pupils score is 12 i.e. 12% ; 19 i.e. 19%; 55 i.e. 55% and 14 i.e 14% respectively.

Interpretation

- From the above observations above 50% of the pupils are very good in their academic achievement. The mean of this study 207.62 fallen between 198-247 then their academic achievement is invented as very good.

Objective: 3

- To study the relationship between examination anxiety and academic achievement of secondary school pupils

Table: 4.5 Showing the Variables Wise Distribution DF and R- Value for the Examination Anxiety and Academic Achievement

S.No	Variables	N	df	r- Value
1	Examination anxiety	100	100-2=98	0.76**
2	Academic Achievement			

Significant: Table values for 'r' at 0.05 level is 0.205 for 90 and 0.195 for 100

Observations

- From the above table it is observed that the obtained 'r' value is 0.76 is greater than the table value of 0.205 at 0.05 level for df 98 and also greater than the table value of 0.267 at 0.01 level for df 98.

Interpretation

- The obtained value is significant at the both the levels. Hence the hypothesis is accepted. Therefore it is found that there is a relationship between examination anxiety and academic achievement of secondary school pupils.

Objective: 4

- To study the significant difference in examination anxiety of male and female secondary school pupils

Table: 4.6 Showing the Variables Wise Distribution Mean S.D. and T- Value for the Gender of the Secondary School Pupils on Their Examination Anxiety

S.No	Gender	N	Mean	SD	S.Ed	t-value
1	Boy	49	230.20	46.48	8.56	0.017
2	Girl	51	211.82	38.57		NS

NS: Not Significant: Table values for 1.98 at 0.05 level and 2.63 at 0.01 level (Garrett, Pg No.461)

Observations

- 49 boys were participated in the study the mean value of their examination anxiety is a 230.20 and standard deviation is 46.48.51 girls were participated in the study their mean of examination anxiety is 211.82, and standard deviation is 38.57. The S. Ed value is 8.56 t-Values among them is 0.017 which is not significant at the both levels.

Interpretation

- From the results it can be concluded that there is no significant difference between girl and boy students on their examination anxiety. As the mean of the boys is much more than of the girl students. It can be concluded that boys and girl students differ on their examination anxiety.

Objective: 5

- To study the significant difference in examination anxiety of rural and urban secondary school pupils

Table: 4.7 Showing the Variables wise Distribution Mean S.D. and T- Value for the Locality of the Secondary School Pupils on Their Examination Anxiety

S. No	Locality	N	Mean	SD	S. Ed	t-value
1	Rural	70	215.39	43.13	9.24	0.03NS
2	Urban	30	233.53	42.03		

NS: Not Significant: Table values for 1.98 at 0.05 level and 2.63 at 0.01 level (Garrett, Pg No.461)

Observations

- 70 rural pupils were participated in the study the mean value of their examination anxiety is a 215.39 and standard deviation is 43.13. 30 urban pupils were participated in the study their mean of examination anxiety is 233.53, and standard deviation is 42.03. The S. Ed value is 9.24 t-Value among them is 0.03 which is not significant at the both levels.

Interpretation

- From the results it can be concluded that there is no significant difference between rural and urban pupils on their examination anxiety. As the mean of the urban pupils is much more than of the rural pupils. It can be concluded that rural and urban pupils differ on their examination anxiety.

Objective: 5

- To study the significant difference in examination anxiety of Govt and private secondary school pupils

Table: 4.8 Table Showing the Variables wise Distribution of Mean S.D. and T- Value for the Examination Anxiety of the Different School Management of Students

School	N	Mean	SD	S. Ed value	t-value
Govt.	52	36.05	8.78	1.79	0.018 NS
Private	48	32.25	9.18		

NS: Not Significant: Table values for 1.98 at 0.05 level and 2.63 at 0.01 level (Garrett, Pg No.461)

Observation

There are 52 Govt. students and 48 private students participated in the study, the mean value of govt. students is 36.05 and the mean value of private students is 32.25, the S. Ed value between them is 1.79. t- Value calculated as 0.018 which is not significant at both the levels.

Interpretation

From the results it can be concluded that there is no significant difference in the examination anxiety of Govt. and Private school Students. As the mean of the govt. school students is greater than that of the private students it is find that they are similar in their examination anxiety.

MAJOR FINDINGS OF THE STUDY

- Secondary school pupils are found to be 'average' in examination anxiety. It means most of the pupils have average examination anxiety.
- Secondary school pupils are very good in their academic achievement.

3. There is a significant relationship between examination anxiety and academic achievement of secondary school pupils.
4. There is no significant difference between girl and boy students on their examination anxiety. As the mean of the boys is much more than of the girl students. It can be concluded that boys and girl students differ on their examination anxiety.
5. There is no significant difference between rural and urban pupils on their examination anxiety. As the mean of the urban pupils is much more than of the rural pupils. It can be concluded that rural and urban pupils differ on their examination anxiety.
6. There is no significant difference in the examination anxiety of Govt. and Private school Students. As the mean of the govt. school students is greater than that of the private students it is find that they are similar in their examination anxiety.

SUGGESTIONS FOR TEACHERS

1. Don't tell the student "slow down" or "just relax."
2. Don't complete words for the student or talk for him or her.
3. Help all members of the class learn to take turns talking and listening. All students and especially those who stutter find it much easier to talk when there are few interruptions and they have the listener's attention.
4. Expect the same quality and quantity of work from the student who stutters as the one who doesn't.
5. Speak with the student in an unhurried way, pausing frequently.
6. Convey that you are listening to the content of the message, not how it is said.
7. Have a one-on-one conversation with the student who stutters about needed accommodations in the classroom. Respect the student's needs, but do not be enabling.
8. Don't make stuttering something to be ashamed of. Talk about stuttering just like any other matter.

EDUCATIONAL IMPLICATIONS

Significance the presents study helps the people and personal involved in teachers education, in reducing the examination anxiety in Students if found in them. It also helps in devising suitable strategies and programs either to avoid or reduce anxiety levels, if Adjustment Problems avoiding and reducing strategies and programs are informed to Students, they will implement them in classrooms when they become teachers.

SUGGESTIONS FOR FUTURE RESEARCH

1. Basing on the statistical evidence of the study and oral opinions gathered from the teachers, the researcher gives following suggestions for further investigation.
2. A similar study may be under taken on a large sample.
3. A similar investigation may be carried out in relation with personality factors like introversions, extroversion and

socio economic status its impact on academic achievement as variables may be worthwhile.

4. A similar investigation can be carried out in junior colleges, degree colleges and universities.
5. A similar investigation can be carried out by taking optional as well as general subjects.
6. A study may be conducted to know whether there is impact of anxiety between performance of the science and Arts students on anxiety.
7. A study may be conducted to know the impact of test anxiety on the academic achievement of students at different levels.

CONCLUSIONS

Anxiety is due to imaginary rather than real cause. It is accompanied by a feeling of helpless because anxious person feels blocked and unable to find a solution for his problem. Anxiety is a common symptom found in different populations, and it is especially, so in many students. The relationship of anxiety to Academic performance on complex tasks is there. High anxiety has usually been found to be detrimental to performance on complex activities. Therefore, it can be said that there exists a small part significant inverse relationship between anxiety as measured by Academic performance.

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