

EXAMINATION ANXIETY AND ACADEMIC ACHIVEMENT OF HIGH SCHOOL STUDENTS IN THOOTHUKUDI DISTRICT

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ABSTRACT

The objective of the study was to find out the relationship between examination anxiety and academic achievement of high school students in Thoothukudi District. The survey method was used for the study. The sample consisted of 200 high school students studying in X Std. students. The examination anxiety tool constructed and developed by the investigator was used for collection of data. 't' test, ANOVA and Pearson product moment correlation were the statistical techniques used for analysis of data. The findings revealed that there was significant relationship between examination anxiety and academic achievement of high school students.

INTRODUCTION

Education as a process either formal or informal helps to develop the potentialities of human beings including their knowledge, capabilities, behaviour patterns and values. Education is viewed as an instrument to develop the cognitive qualities, intelligence, tolerance and understanding of people. They should prepare the younger generation to understand and face the hard realities of the world. In spite of the education system should be life based, academic achievement is being viewed as the prominent feature in today's educational system which is often represented by percentage of marks obtained by students in examinations. This obviously mean that the proficiency of performance in a given subject or body of knowledge, helps in declaring the examiner successful or unsuccessful, choosing students for various professional and academic courses and selecting candidates for different jobs. In stressful situations, such as

before and during an exam, the body releases a hormone called adrenaline. This helps prepare the body to deal with what is about to happen and is commonly referred to as the "fight-or-flight" response. Essentially, this response prepares the student to either stay and deal with the stress or escape the situation entirely which is called examination anxiety. Examination anxiety can also become a vicious cycle. After experiencing anxiety during one exam, students may become so fearful about its happening again that they actually become even more anxious during the next exam. After repeatedly enduring test anxiety, students may begin to feel helpless to change their situation.

NEED AND SIGNIFICANCE OF THE STUDY

Students face a lot of pressure in school. Some of the excellent sources of stress and anxiety of students are the dreaded examinations and evaluation tests. Usually, the anxiety felt by students serves as a good motivator to study and perform well. However, there are times when some students worry more than they should, regarding their exams.

A common mistake that people make is that they do not consider examination anxiety as a problem that should be acted upon. This is unfortunate because examination anxiety affects the students' personality and academic performances. Its prevalence among high school and college students is steadily increasing dramatically. Five years ago, studies show that students who were affected by this condition were only 10%. Now, the figures have increased at an alarming rate. Recent studies show that Examination anxiety affects almost 50% of the students in the country.

In India, the expectation about academic achievement is amplified and pressurised for academic achievement in the high schools is the main determining criteria for future admission in different professional courses. Hence competition is ferocious among the high school students. Hence the investigator thought of conducting a study on the examination anxiety and their relation to the academic achievement of X standard students studying in high schools of Thoothukudi district.

OBJECTIVES OF THE STUDY

1. To find out the significant difference in the examination anxiety of high school students with respect to a. Gender b. Locality of the school c. Medium of Instruction d. Tuition e. Yoga

2. To find out the significant difference in the academic achievement of high school students with respect to a. Gender b. Locality of the school c. Medium of Instruction d. Tuition e. Yoga
3. To find out the significant difference in the examination anxiety of high school students with respect to a. Type of the School b. Extracurricular activities
4. To find out the significant difference in the academic achievement of high school students with respect to a. Type of the School b. Extracurricular activities
5. To find out the significant relationship between examination anxiety and academic achievement of high school students with respect to a. Gender b. Locality of the school c. Medium of Instruction b. Type of the School

NULL HYPOTHESES

1. There is no significant difference between male and female high school students in their examination anxiety.
2. There is no significant difference between rural and urban high school students in their examination anxiety.
3. There is no significant difference between Tamil and English medium high school students in their examination anxiety.
4. There is no significant difference between tuition goers and non-tuition goers high school students in their examination anxiety.
5. There is no significant difference between yoga known and yoga not known high school students in their examination anxiety.
6. There is no significant difference between male and female high school students in their academic achievement.
7. There is no significant difference between rural and urban high school students in their academic achievement.
8. There is no significant difference between Tamil and English medium high school students in their academic achievement.
9. There is no significant difference between tuition goers and non-tuition goers high school students in their academic achievement.
10. There is no significant difference between Yoga known and Yoga not known high school students in their academic achievement.

11. There is no significant difference among high school students in their examination anxiety with respect to their type of school.
12. There is no significant difference among high school students in their examination anxiety with respect to their extra-curricular activities.
13. There is no significant difference among high school students in their academic achievement with respect to their type of school.
14. There is no significant difference among high school students in their academic achievement with respect to their extra-curricular activities.
15. There is no significant relationship between examination anxiety and academic achievement of male students.
16. There is no significant relationship between examination anxiety and academic achievement of female students.
17. There is no significant relationship between examination anxiety and academic achievement of rural school students.
18. There is no significant relationship between examination anxiety and academic achievement of urban school students.
19. There is no significant relationship between examination anxiety and academic achievement of English medium students.
20. There is no significant relationship between examination anxiety and academic achievement of Tamil medium students.
21. There is no significant relationship between examination anxiety and academic achievement of Government school students.
22. There is no significant relationship between examination anxiety and academic achievement of Government aided school students.
23. There is no significant relationship between examination anxiety and academic achievement of unaided school students.

MATERIALS & METHODS

Survey method was adopted for the present study. The target population for the present study was high school students in Thoothukudi District. The sample of the present study consisted of 200 high school students studying in X Std. were selected from six schools of Thoothukudi district. The sample was collected by using simple random sampling techniques. The

questionnaire was prepared by the investigator to study the examination anxiety for high school students. Adequate numbers of questions were prepared to find out the examination anxiety for high school students.

DATA ANALYSIS

Hypotheses 1-5

There is no significant difference between i) male and female ii) rural and urban iii) Tamil and English medium iv) tuition goers and non-tuition goers v) Yoga known and Yoga not known high school students in their examination anxiety.

SIGNIFICANT DIFFERENCE IN THE EXAMINATION ANXIETY OF HIGH SCHOOL STUDENTS WITH RESPECT TO THE BACKGROUND VARIABLES

Category	N	Mean	S.D	Calculated 't' value	Table value	Remark at 5% level
Male	113	47.72	9.074	1.328	1.96	NS
Female	87	46.14	7.715			
Rural	103	48.6	8.169	2.645	1.96	S
Urban	96	45.45	8.621			
Tamil	134	45.10	7.663	4.581	1.96	S
English	66	50.95	8.888			
Tuition goers	91	44.60	7.455	3.858	1.96	S
Non-tuition goers	109	49.06	8.860			
Yoga known	30	49	7.100	1.589	1.96	NS
Yoga not known	170	46.68	8.724			

Hypotheses 6-10

There is no significant difference between i) male and female ii) rural and urban iii) Tamil and English medium iv) tuition goers and non-tuition goers v) Yoga known and Yoga not known high school students in their academic achievement.

SIGNIFICANT DIFFERENCE IN THE ACADEMIC ACHIEVEMENT OF HIGH SCHOOL STUDENTS WITH RESPECT TO THE BACKGROUND VARIABLES

Category	N	Mean	S.D	Calculated 't' value	Table value	Remark at 5% level
Male	113	80.02	9.184	0.025	1.96	NS
Female	87	79.99	8.897			
Rural	Rural	96	78.65	2.214	1.96	S
Urban	Urban	103	81.44			
Tamil	Tamil	66	83.98	4.454	1.96	S
English	English	134	78.05			
Tuition goers	91	81.40	9.309	2.432	1.96	S
Non-tuition goers	109	78.34	8.454			
Yoga known	30	80.78	8.995	0.509	1.96	NS
Yoga not known	170	79.87	9.065			

Hypotheses 11-12

There is no significant difference among high school students in their examination anxiety with respect to their i) type of school and ii) extra-curricular activities

SIGNIFICANT DIFFERENCE IN THE EXAMINATION ANXIETY AMONG HIGH SCHOOL STUDENTS WITH RESPECT TO BACKGROUND VARIABLES

Variables	Sources of Variation	Sum of Squares	df	Mean Square variance	Calculated 'F' value	Table Value	Remark
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Type of School	Between group	553.484	2	276.742	3.920	3.09	S
	Within group	13908.336	197	70.601			
Participation in Extra-curricular activities	Between group	615.640	3	205.213	2.905	3.03	NS
	Within group	13846.180	196	70.644			

Hypotheses 13-14

There is no significant difference among high school students in their academic achievement with respect to their i) type of school and ii) extra-curricular activities

SIGNIFICANT DIFFERENCE IN THE ACADEMIC ACHIEVEMENT AMONG HIGH SCHOOL STUDENTS WITH RESPECT TO BACKGROUND VARIABLES

Variables	Sources of Variation	Sum of Squares	df	Mean Square variance	Calculated 'F' value	Table Value	Remark
Type of School	Between group	613.829	2	306.915	3.866	3.09	S
	Within group	15640.595	197	79.394			
Participation in Extra-curricular activities	Between group	610.376	3	203.459	2.549	3.03	NS
	Within group	15644.048	196	79.819			

Hypotheses 15-23

There is no significant relationship between examination anxiety and academic achievement with respect to i) gender ii) locality of school iii) medium of instruction iv) type of school.

SIGNIFICANT RELATIONSHIP BETWEEN EXAMINATION ANXIETY AND ACADEMIC ACHIEVEMENT OF HIGH SCHOOL STUDENTS WITH RESPECT TO BACKGROUND VARIABLES

Category	N	df	Calculated r value	Table value	Remark at 5% level
Male	113	111	0.639	0.174	S
Female	87	85	0.550	0.205	S
Rural	103	101	0.544	0.174	S
Urban	97	95	0.634	0.195	S
English	66	64	0.473	0.232	S
Tamil	134	132	0.609	0.159	S
Government school	30	28	0.722	0.349	S
Government Aided school	81	79	0.561	0.217	S
Unaided school	89	85	0.582	0.205	S

FINDINGS & DISCUSSION

The examination anxiety and the academic achievement of high school students based on gender and the knowledge of Yoga has no significant differences and hence the male and female students possess the examination anxiety equally which has no effect in their academic achievement too. But the significant differences are found in the examination anxiety and the academic achievement of high school students with respect to locality of the school, medium of instruction and the attending tuition every day. The rural students have higher examination anxiety may be due to the fact that they don't have chances for more exposure to model and slip tests for practicing before attending the final exams which again leads to low academic achievement.

Likewise the examination anxiety of the English medium students is higher than the Tamil medium students because the English medium students may forget the learned content during exams, as they would have learnt through rote memory without proper understanding

resulting in low academic achievement. Also the non-tuition goers have high examination anxiety. This may be due to the repeated coaching they are not getting in the daily tuitions which may be the reason for their low academic achievement.

The examination anxiety and the academic achievement of high school students with respect to the participation in the extra-curricular activities do not differ significantly may be because of the lesser amount of time spent on the activities in their X standard. But the examination anxiety and the academic achievement of high school students with respect to type of school differ significantly may be due to the different methodologies followed in each type of school.

Similarly the examination anxiety and the academic achievement of high school students has significant relationship with respect to all the demographic variables which shows that the examination anxiety plays a vital role on high school students in Thoothukudi district in scoring high marks. Also the examination anxiety of high school students is highly associated with father's and mother's educational qualifications and hence education of parents has significant influence in reducing the examination anxiety of high school students of Thoothukudi district.

EDUCATIONAL IMPLICATIONS OF THE STUDY

- i. Gender Stereotyping practiced in schools should be avoided and eliminated completely since this study has proved that the gender has no role in determining the students' examination anxiety.
- ii. Emphasis could be given to test the competencies rather than memory which would certainly reduce stress, in addition to aiding the validity of exams.
- iii. The students could be made active in learning knowing and thinking instead of memorizing which help them to reduce examination anxiety.
- iv. Teachers and parents of rural areas could be given counselling to equip their children through extra coaching to perform in their exams well without any stressful experiences.

Thus many parent involvement programmes could be developed which include a focus on parent involvement in their child learning activities at home, assisting them during homework and monitoring their performances may help them to overcome examination anxiety and help them to achieve the best in their academic results.

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