Volume : 2 | Issue : 12 | Dec 2013 • ISSN No 2277 - 8160

Research Paper | Education

A Study on the Examination Anxiety on 10th Class Students in Kurnool Dist., (AP).

Mr. Y. Varaprasada Reddy — Research Scholar, Department of Education, Sri Venkateswara University, Tirupati (AP), INDIA

Dr. P. Harinath — Principal, Sri Rajeswari.College of Education, Nandyal, Kurnool Dist., A.P.

ABSTRACT

Among several students who write the Examinations every year, it is observed that considerable number of students find it difficult to write the examinations even though their elaborate preparation, clearly justify their appearance in the examination. Though these students are bright and intelligent, they experience a feeling of uneasiness to face examinations. It is also observed that students attending clinics always seemed to increase during and immediately following high school examination periods. At such times, anxiety concerning academic background factor, students who came to clinics during examination periods complain that anxiety reduced effectiveness in studying and actively interfered with through processes during examinations. Many students report that although they knew answers to best questions, they were often unable to produce them because they "blocked" the test situation. learning problems observed in the clinics are intensified by emotional turbulence resulting from the demanding pressures of the academic environment.

KEYWORDS : Anxity,Gender,Management.

INTRODUCTION :

Anxiety:

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 their exists a small part significant inverse relationship between anxiety as measured by Academic performance

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.

Everyone suffer from anxiety in a greater or lesser degree from time to time as they result of specific situations for which anxiety reasonable response. Only normal anxiety can make children receptive to learning. The lack of such anxiety in social situations makes the children careless of the rights and feelings of other such children become self centered.

REVIEW RELATED LITERATURE *:*

Brander made a study on "General anxiety and test anxiety with reference to the environmental factors and extroversion – introversion of Delhi students. Sex was significantly related to anxiety both general and Examination anxiety. There was positive relationship between general anxiety and test anxiety.

Kiran, U., made a study on "Anxiety task complexity and sex related to verbally expressed preferences and problem soling performance (1983) Anxiety and sex did not effect the mean interestingness, it feelings of subjects separately effect of anxiety, sex and task complexity variables were found significant.

Nagaraju (2002) was conducted a study on conducted on 224 X class students studying in Anantapur District of Andhra Pradesh. The results indicated that

1. The correlation between anxiety and performance is significant.
2. The correlation between anxiety and intelligence is significant.
3. The correlation between academic performance and intelligence is positive and significant.

Gayathri (2008) investigated that Boys and Girls studying in X class did not differ in level of their anxiety. Students studying in Government high schools have significantly higher level of anxiety than the students studying in Private Schools. Educational level of the parents did not have any influence on the level of anxiety of their children. Similarly, occupational level of the parents did not have effect on the anxiety level of the children. Students coming from poor families experienced higher level of anxiety than the students coming from middle and rich families.

STATEMENT OF THE PROBLEM *:*

The present study is mainly designed to find out **a study on the Examination-Anxiety of 10th class students in Kurnool district .**

NEED FOR THE STUDY

The problem of anxiety occupies a central position in the theory of psychopathology and psychosomatic dysfunctions. Stated briefly, anxiety is the signal of danger which mobilizes the human organisms resources at all levels of functioning in the interest of conservation, defense and self preservation. Yet, it is also the sign of disorganization which in large quantities leads only to further disturbance and regression of functioning. At all levels of anxiety there are various combinations in degree of loss of homeostatic control and attempts at mastery to regain control.

Anxiety, like fear is as old as human existence, and cannot be identified with any particulars time or culture. The world seems literally to drip with anxiety. It begins at infancy with the fear of the unknown and the year un experienced life, winds its warp painfully through countless occurrences, large and small and concludes with a fear of that unknown, which is death. It is not that emotion is of recent origin or that it is somehow of greater significance to day than it has been in the past. Anxiety is a sort of cunning. malicious "Golem" Which seems to do us well, at least for a time, but eventually turns and threatens to destroy its creators.

VARIABLES :

The investigator has taken the following variables for the study.

Gender	:	Boys / Girls
Management	:	Govt. / Private

OBJECTIVES OF THE STUDY:

- To study the mean difference between boys and girls of 10th class

with regard to Examination anxiety.
- To study the mean difference between the students of 10th class studying under Govt. & Private managed schools with regard to Examination anxiety.

HYPOTHESIS :
- There is no significant difference between boys and girls of 10th class with regard to Examination anxiety.
- There is no significant difference between the students of 10th class studying under Govt. and Private managed schools with regard to Examination anxiety.

SAMPLE OF THE STUDY:
The investigator made a survey on a sample of 200 10th class students in 13 selected secondary schools, in Kurnool District the investigator adopted the stratified random sampling technique in the selection of the sample.

Scheme of Analysis of Data:
1. To analyze level of Anxiety Mean, % of Mean, S.D, Skewness and Kurtosis will be computed.
2. To analyze the level of Anxiety area wise % of mean, and S.D will be calculated and pie diagram will be drawn.
3. To analyze the influence of the variables gender, Type of school, 't' values will be computed.
4. To also analyze the influence the variables like type of management, 't' values and analysis of variance (ANOVA) will be calculated.
5. To find out relationship product movement 't' values are computed.

ANALYSIS AND INTERPRETATION OF THE DATA
Hypothesis – I
"There is no significant difference between boys and girls of 10th class with regard to Examination anxiety".

Table No. – 1
table showing the level of EXAMINATION anxiety of boys and girls

Trait	Gender	N	Mean	S.D.	't' Value
Test Anxiety	Boys	100	69.4	8.54	3.61 **
	Girls	100	73.95	9.29	

*** Significant at 0.01 level*

Interpretation:
The above table shows that there is a significant difference between boys and girls in the mean values of Examination anxiety.

The obtained critical ratio value of Test anxiety is 3.61, which is significant at 0.01 level. As such null hypothesis is rejected. This shows that there is a significant difference in the level of Examination anxiety among the boys and girls of 10th class students.

Both the categories of students have different level of test anxiety.

GRAPH:-
Hypothesis – II
"There is no significant difference between the students of 10th class studying under Govt. and Private managed schools with regard to Examination anxiety".

Table No. – 2
table showing the level EXAMINATION anxiety of x class students under studying different management.

Trait	Management	N	Mean	S.D.	't' Value
Examination Anxiety	Govt.	100	70.4	11.34	1.63 @
	Private	100	72.8	9.35	

@ Not Significant only at 0.05 levels

Interpretation:
The above table shows that the mean values of Examination anxiety students of 10th class studying under Govt. and Private managed schools is 70.4 which is least difference.

The obtained Critical Ratio value of Examination anxiety is 1.63, which is not significant at 0.05 levels. As such null hypothesis is accepted. It shows that the students of X th class have the same level of Examination anxiety, irrespective of management under which they are studying. There is a significant difference in the level of test anxiety among the students of 10th class studying under Govt. and Private managed schools.

CONCLUSION :
Presentation of conclusion forms the heart of any research report skillful grouping and appropriate sub ordination of conclusions under major headings are essential in avoiding unnecessary enumeration of innumerable individual statements.

The specific purpose of the present study is to find out "The Examination anxiety X class students" in Kurnool District.

The level of Test anxiety of the girls is grater than the boys. Thus from above discussion it is clear that the difference variables taken from the study is closely interrelated and the impact of one on the other is very clear.

SUGGESTIONS FOR FURTHER RESEARCH :
The present study is limited for Kurnool District only and the size of the sample is 200. Basing on the statistical evidence of the study and oral opinions gathered from the teachers, the researcher gives following suggestions for further investigation

- A similar study may be under taken on a large sample.
- 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 worth while.
- A similar investigation can be carried out in junior colleges, degree colleges and universities.
- A similar investigation can be carried out by taking optional as well as general subjects.
- A study may be conducted to know whether there is impact of anxiety between performance of the science and Arts students on anxiety.
- A study may be conducted to know the impact of test anxiety on the academic achievement of students at different levels.

REFERENCES

Chandra Sekhar (2011): "A study of anxiety of X standard students", M.Ed. Dissertation, S.V.University, Tirupati. | Gayathri (2008), "A study of anxiety and academic performance of X standard students in Tirupati", M.Ed. dissertation, S.V.university, Tirupati. | Saraladevi. K and Devaraj. N. – Gender differences in Examination stress and manifest anxiety – Psychological Researches, 2001- Vol. 25. | Archana Singh and Arora Broota – Effect of Study skill counseling on High test anxious students – "Journal of Psychological Researchers", 1995, Vol. 39. | Fromm. R, "Anxiety in school children". – 1960 | MC Candless, Boyd. R. and Casternada – Anxiety in Children, school performance and intelligence child Development, 1956.