

A Study of Student's Examination Anxiety

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ABSTRACT

The present study is about the anxiety level of students during examination. 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. Anxiety is a very complex human reaction that has both physical and mental elements to it. The physical elements include things such as sweaty palms, accelerated heartbeat, and a queasy stomach. The mental elements include self-doubts and constant worry about things. There are different type of anxiety like trait anxiety and state anxiety.

Keywords: Anxiety, Examination, Students, Education

I. INTRODUCTION

Education is the process of change. It includes all those activities that make an individual to become a useful member of the society. It also provides its services in the transmission of human heritage from one generation to another. Educational system is like a body, which consists of different parts, and like all Curriculum, Teacher, Students and examination are components. From ancient times till date examinations have remained a part of the educational system. It is the only source of measuring the abilities of the students. In brief it can be said that educational system is an empty vase without examinations. Examinations are necessary and no educational system can be completed without examination. At the same time it is a admitted fact that some students get nervous before other become nervous examination some get anxious before the commencement like examination Phobia, fear of exams, anxiety. Human beings are born and grown in a socio-physical environment. As we know the life functioning depends on a balance or harmony between the demands made on the organism by the environment & organism's functioning to deal with such demands. We all have experienced situations in our lives which have posed challenges for us. All the challenges, problems put us to stress and thus result in anxiety. Education is not the amount of information that is put into one's brain and runs riot there undigested throughout one's life, but it is the character making, life making and man making assimilation of ideas. The present situation is an era of competition in which every individual is trying to go

ahead of another. Keeping in view the intensity of competition. Academic anxiety is a kind of state of anxiety which relates to the impending danger from the environment of the academic institution including teacher and certain subject like Math's, English etc. other factors contributing to anxiety are : not understanding the subject, teacher's behavior, lack at motivation in class room & lack of total absence of interest in studies.

II. REVIEW OF RELATED STUDIES

According to Hodge, McCormic and Elliot (1997) for instance, explored the level of test anxiety in a large group of the adolescents as they approached their last exam. He found that most of the students especially girls, were encountering a high level of distress during this time and variables like poor socio-economic condition and the perception of academic competence makes them to be most vulnerable to their negative states.

Shabni (2003) conducted a study on the levels and sources of language anxiety and fear of negative evaluation in an English Foreign language Iranian context. Data were gathered through administering two scale including foreign language. Anxiety classroom scales and fear of negative evaluation to a sample of 61 scales Persian speaking English foreign language learners. Descriptive analysis indicated that participants suffered from language anxiety and fear of negative evaluation. The findings demonstrated that the prime sources of language anxiety and fear of negative

evaluation are of failing the class and fear of leaving unfavorable impression on others respectively.

Locker Cropley, 2004 consistent with previous research, some other studies also showed that both female undergraduate and graduate students experience more test anxiety than male counterparts in spite of having higher GPAs than male students.

Ergene (2008), there is a lack of research on test anxiety intervention programs designed for elementary, middle and high school students. Similarly, Hombres (1988) suggests that test anxiety has become an increasing concern among K-12 students. Therefore, a critical review of effective test anxiety interventions for kindergarten through 12th grade students is paramount. The goal of this article is to address this void by system ethically evaluating test anxiety intervention research from 2000-2010 with the goal of synthesizing the literature on effective test anxiety interventions for school aged youth so that school psychologists are best prepared to support the success of students with test anxiety.

G.H. Paryathamma and R.Sharanamma (2008) on anxiety level and level of self-confidence and their relation this academic achievement from that there is significant co-relation between anxiety and academic achievement. There is a significant co-relation between self confidence and academic achievement. There is a significant difference between anxiety level of boys and girls. There is a significant difference between self confidence levels of boys and girls.

Janet ET. Al. (2008): examined the association between time spent in physical education and academic achievement in longitudinal study of students in Kindergarten through fifth grade and found that among girls, higher amounts of physical education did not appear to negatively affect academic achievement in secondary school students. Concerns about adverse affects on achievement may not be legitimate reasons to limit physical education programmers.

GeetaGarg (2011) on life skills and academic anxiety of secondary school children found that there is no significant difference in life skills of boys and girls of secondary schools. Girls possess more life skill than

boys. There is significant difference in life skills of private and government secondary school students. Students from private school have better life skills than government school students. There is no significant difference in academic anxiety of boys and girls of secondary schools. However, girls have more academic anxiety than boys. There is no significant difference in academic anxiety of private and government secondary school students. But, government school students have more academic anxiety than students of private schools. There is a significant relationship between life skills and academic anxiety of secondary school students. The results clearly reveal that more the life skills, lesser is the academic anxiety.

N.Rohen Meetei (2011) on a critical study of impact of academic anxiety on academic achievement of class Sixth students found that there is no significant difference in anxiety score of Govt. school boys and private school boys. The academic anxiety level of the Govt. school girls and private school girls differs significantly. Govt. school girls have lower academic anxiety than private school girls. There is no significant difference in academic anxiety score of Govt. school boys and Govt. school girls.

Matto & Nabs (2012) found that now a day most of school children they have high levels of academic anxiety. Parents and teachers should work together for excellent development of children.

Osage eddo (2012) conducted a survey on students study habits in selected secondary schools. This study examined the usefulness of imbibing in the students study of habits as means of enhancing their academic performance. Conclusion and recommendations the purpose this study was to examine the study habits of students in egger local government areas of being city.

Ayolele (2013) conducted study habits as influence academic performance of university under graduates in Nigeria. This study examined study habit as a deterrent of academic performance of undergraduates in Nigeria. It also investigated how faculty and gender influence their study habit the outcome of this study would be of immense help to undergraduates be helps to improve their study habits skills and in turn facilitate students performance.

Suresh (2013) conducted study on study habits of secondary school students in relation to type of school. The present study was conducted on 200 secondary school students to find out study habits of the students studying in government and private schools as well as students belonging from nuclear and joint family. Study habits inventory constructed as study on study habits of secondary school students in relation to type conducted a study on study habits of secondary school students in relation of type of school and type of family. The study habits of the students studying in government and belonging from nuclear.

III. CONCEPT OF ANXIETY AND ITS INFLUENCE ON PERSONALITY

It is the displeasing feeling of fear and concern. The root meaning of the word anxiety is in either presence or absence of psychological stress, anxiety can create feelings of fear, worry, uneasiness, and dread. It is also associated with feelings of restlessness, fatigue, concentration problems, and muscle tension. In behavioral terms Season (1980) defined Anxiety as a conditioned response to a perceived threatening stimulus which could be learned or inherited. In a similar way, May (1977) viewed Anxiety as a maladjusted behavior. Anxiety is an aversive emotional state associated with the apprehensive anticipation of more or less likely future dangers. It has been recognized that anxiety plays significant role in student's learning's and academic performance (Tobias, 1979), and it was argued that the way an individual reacts to a threatening situation depends very much on the nature of the threat and on how the individual has teamed to deal with the threat. More importantly anxiety has been known to have both "facilitating" and "debilitating" effects on academic achievement. Gaudry and Fitzgerald (1971) found that high anxiety facilitates teaming when the task was relatively easy but leads to decrements in performance when the task becomes more difficult.

IV. TYPE OF ANXIETY, SYMPTOMS OF ANXIETY

4.1 Trait Anxiety

This form of anxiety is relatively stable aspect of the personality. Individuals who have an anxiety trait will tend to have any attitude reflecting their perception of

certain environmental stimuli and situation as dangerous or threatening. In practice, the anxious perceptive style of these persons will eventually become pervasive, extending to and influencing other areas of experience and in effect finally becoming characteristics of the personality. Those who show a more developed anxiety trait are much more prone to reacting to a large number of stimuli and will tend to worry also in situations which for most individuals would not represent a source of threat. These individuals are more likely to present state anxiety in circumstance with low anxiety generation potential such as normal day today activities, and will probably experience higher levels of state anxiety in the presence of anxiety generating stimuli.

4.2 State Anxiety

State anxiety manifests itself as interruption of an individual's emotional state, heading a sudden subversion of one's emotional equilibrium. A person experiencing state anxiety will feel tension or worry or might enter a state of restlessness. In such moments, the individual may feel very tense and easily react or over react to external stimuli state anxiety involves activation of the autonomous nervous system and the consequent triggering of a series of physiological reaction and conditions.

One way to define anxiety is to say that it is a fear-like arousal, when the situation really isn't that threatening.

V. SYMPTOMS OF ANXIETY

The symptoms of test anxiety can very considerable and range from mild to severe. Some students experience only mild symptoms to test anxiety and are still able to do fairly well on exam. Other students are nearly incapacitated by their anxiety, performing dismally on tests or even experiencing panic attacks before or during exams.

5.1 Physical symptom

Physical symptoms of test anxiety include sweating, shaking, rapid heartbeat, dry mouth, fainting and nausea. Milder cases of test anxiety can cause a sense of 'butterflies' in the stomach, while more severe cases can actually cause students to become physically ill.

5.2 Emotional symptoms

Emotional symptoms of test anxiety include depression, low-self esteem, anger and feeling of hopelessness. Students often feel helpless to change their situation or belittle and berate themselves about their symptoms and poor test performance.

VI. CAUSES OF ANXIETY

There are four main factors that are thought to be responsible for the development of anxiety disorders.

6.1 Life experiences

One of the main factors that professionals believe is a direct link to the development of anxiety disorders is the way in which people live. For instance people who are exposed for lengthy periods of time to violence, poverty or abuse tend to be more prone to excessive anxiety. When people live under the threat of those external factors, their natural response is to worry about if and when they will have to deal with the aftermath.

6.2 Heredity

Research has proven that anxiety disorders are passed down from family member to family member. Several studies have shown that anxiety disorders are more common in identical twins than in fraternal twins. It is believed that this genetic component could lie dormant until it is activated by life experience

6.3 Personality

Some studies have shown that a person's personality could be responsible for excess anxiety. These studies indicate that people who suffer from a lack of confidence or do not know how to deal with unexpected or new situations appear to be more susceptible to the development of an anxiety disorder. On the other hand, if a child suffers from an anxiety disorder, it is clear that it can lead to a lack of confidence. This means the development process can be circular in nature with anxiety leading to low self-esteem and low self-esteem leading to anxiety.

6.4 Brain chemistry

People who suffer from anxiety disorders can often remedy their symptoms by taking prescription drugs that change the chemical make-up in the brain. This leads scientists to believe that the chemistry in the brain is

directly responsible for the development of various kinds of anxiety disorders. is test anxiety. Test anxiety is 'excessive' stress that may occur before a test or during a test. Negative thoughts and feelings contribute to test anxiety. Anxious feelings of what dread and fear, physical symptoms may include a faster heart, beat, quick, breathings, sweating, muscle tension, a dry mouth and butterflies in the stomach. It's important to know that some anxiety is normal and can actually improve performance anxiety can actually increase energy and focus, providing it is not too.

VII. STUDENT'S EXAMINATION ANXIETY

Human beings are born and grown in a socio-physical environment. As we know the life functioning depends on a balance or harmony between the demands made on the organism by the environment & organism's functioning to deal with such demands. We all have experienced situations in our lives which have posed challenges for us. All the challenges, problems put us to stress and that result in anxiety. Education is not the amount of information that is put into one's brain and runs riot there undigested throughout one's life, but it is the character making, life making and man making assimilation of ideas. The present situation is an era of competition in which every individual is trying to go ahead of another. Keeping in view the intensity of competition. Academic anxiety is a kind of state of anxiety which relates to the impending danger from the environment of the academic institution including teacher and certain subject like Math's, English etc. other factors contributing to anxiety are : not understanding the subject, teacher's behavior, lack at motivation in class room & lack of total absence of interest in studies.

Anxiety is considered to be a universal phenomenon existing across cultures, although its contexts and manifestations are influenced by cultural beliefs and practices (Good & Kleinman, 1985; Guarnaccia, 1997). In India, the main documented cause of anxiety among school children and adolescents is parents' high educational expectations and pressure for academic achievement (Deb, 2001). In India, this is amplified in secondary school where all 16-year old children attempt the Class X first Board Examination, known as the Secondary Examination. Results of the Secondary

Examination are vital for individuals since this is the main determining criteria for future admission to a high quality senior secondary school and a preferred academic stream. There is fierce competition among students since the number of places in these educational institutions is fewer than the number of students.

Terms like anxiety, intelligence, and motivation are abstract constructs which have been advanced to make various facts of performance, comprehensible. For example, we may attribute a student excellent performance in classroom examination to his superior intelligence or we may interpret their poor performance in terms of motivational concept such as anxiety, which interferes or facilitates with academic achievement. Examination anxiety refers to the distress when thinking about prospective evaluations, which typically leads to reduced performance. Examination anxiety affects all of us and it is perfectly natural to experience it. The behavioral signs are irritability, loss of concentration, depression, change in appetite, palpitation and various other symptoms. Preparing to tackle exam stress and anxiety is not just about learning strategies to be used during an exam, It is also about the way you look after yourself during the lead-up to exam time and is fact, all year round.

VIII. CONCEPT OF STUDY HABITS

Study habit can be defined as the sum total of all habits, determined purposes and enforced practices that the individual has in order to learn It is necessary for the students develop to habits and skills. It Students who study according a to the time table and in prepare and learn lessons, by adopting a suitable sitting posture while studying. Literally speaking. Study habits are a combination of two worlds Study and Habits According to Onubgwu (1990). "Study habits is a technique, a student employs to go about his or her studies when which are consistent and have become stereotyped as a result of long application or practice". Study habits can thus interpreted as a planned program of subject mastery.

The most important requisite for effective study habit is a good system of study. the individual should evolve two fundamental abilities that is regulation of work and the persistence till the end's There are many factors viz. Concentration, motivation, keen observation, adjustment

in the school reading and note taking ability, networking etc., much influence the proper development of study habit. So proper study habits, not only help in ungrudging the underachievers but also check the wastage of potentialities' of competent students. A proper study habits enables an individual to reap a good harvest in future.

The present society is competitive society, where the principle of struggle for existence and survival for fittest exists. Pen has become mightier than sword. Study habits is a process where individual gets proper input to feed his hunger and to quench his thrust for knowledge. The study habits are a process from where an individual gets proper input to feed his hunger and to quench his thrust for knowledge. The study habits thus are of great assistance to actualize the potentialities of the individual. Study Habits is a factor which has his its own weight age in establishment of the children in the field of education which differs from individual to individual. Students should be made aware of the importance of it and proper training should be given right from childhood. Every parent wants their child to do well in school and to learn as much as they possibly can. To be good students, adolescent need to develop good study habits at home and school. Parents can help to develop good study habits at home. Development of a good study habits is an art. The learning needs guidance which must be provided by the teacher for the teaching has been defined as the guidance of learning. It is possible that bright pupils might score poorly in the examination for want of proper methods of study, which, without adequate guidance by the teacher will continue to stand in their way.

It seems obvious that the technique and devices which experiments and experience have proved to be most effective , should aid his pupils in choosing those techniques which gives the best results for them and must inculcate the habit of using these procedures. Through a proper method, there can be maximum formation of study habits, which is the transfer of knowledge and optimum learning. That's how the teacher assists the students in adopting appropriate method of study habits to the individual based on their own individuality. Hence, study habits of student's plays important role in learning and fundamental to school success. Among the various social groups, home

occupies the first and most important place for the development of the individual.

IX. CONCLUSION

With many habits, the sooner you start practicing and developing good habits, the better chance you will continue with them. We all know good study habits are essential to educational success. Good study habits are an important part of any student's success. Therefore the researcher felt a need to study the study habits of students. The present study is an attempt effective to understand the importance of study habits in student's life, as good study habits are sets that should be nurtured.

Good study habits are very crucial. For all students to protect investment of time and money and to achieve educational goals. As we all know that most of the students in their lives experience. Some kind of anxiety before any examination test. Too much of anxiety can block thought, create a negative frame of mind, and lead to panic and potentially poor exam performance.

Therefore this study is an attempt to understand how anxiety during and before examination can cause serve results. And it is found that those students who are having good study habits have lesser chance of examination anxiety. Though many researcher have been conducted on these variables but no study has been conducted in BPSMV Khanpur Kalan . Therefore the researcher felt a need to study these variables.

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