

EFFECT OF EXAMINATION ANXIETY AND SOCIAL SCIENCE ACHIEVEMENT OF SECONDARY SCHOOL STUDENTS

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Abstract

Education aims at an all-round development of human beings. Its objective is to bring out the desirable changes in all the three domains of one's personality - cognitive, affective and psychomotor. In order to determine the extent to which these objectives have been achieved, it is necessary to have systematic, comprehensive and continuous evaluation process. Schools have a major role and responsibility for developing all the desirable and non-cognitive characteristics and behaviour in the students. A child spends most of his time in school. The child's development, physical and mental is subjected to the experience gained by him/her in the school and society. These developments are the basis for human behaviour. Education system or school life enables the students to live effectively and fruitfully in a society. This can be materialised through proper instruction and assessment, which are used in the educational process.

Evaluation is an integral part of teaching-learning process which has dominated in the present as well as in earlier curricular framework of educational system. Evaluation generally means, assessing and analysing or examining the product and the outcome of the result of a process. Evaluation is very important in educational system as it reveals the nature as well as the outcome of educational process in the result of the teaching-learning process.

Keywords: Anxiety, Examination Anxiety, Social Science Achievement

INTRODUCTION

Examinations are usually conducted in every educational institution. In written examination, mostly the learning outcomes are being measured from the cognitive domain. Affective and psychomotor domains are being given the least importance. In examination, most of the questions in any subject are meant for measuring the knowledge outcomes. Ideally the question paper should reflect the average of both the objectives and course content. In the present examination system, the performance or achievement of the examinee depends on his power of rote memorisation and nature of expression.

Generally most of the students have anxiety about facing the examinations, because many of them have fear about their performance and achievement in the examinations. They consider the examination achievement level as the level of their intelligence and they will be categorised into different levels or grades on the basis of their performances. The fear of facing the examination is called as "examination anxiety".

Examination anxiety is the part of general anxiety which generally affects the performance of students in the examination. During the examination period, excess of anxiety and fear cause emotional and physiological disturbances in the students. These difficulties may influence the process of learning. Frequently reported problems in this field are difficulty in organising study time effectively, over tension, decreased motivation and difficulty in recalling previously learned knowledge. But moderate levels of anxiety promote the achievement in the examination.

Examination anxiety consists of three interwoven components -cognitive, emotional and physiological system. Deffen Bucher reported about the existence of examination anxiety among the students all over the world. Many literature shows that examination anxiety influences the academic achievement of most of the students.

NEED AND SIGNIFICANCE OF THE STUDY

Examination is a powerful force of determining what is learned and what is taught. It helps the teachers to formulate the most appropriate method of instructions and to the students to form an attitude towards education. Majority of the students have fear about facing the examination. Day by day their number has been increasing because most of them have lack of confidence about learning, performance or achievement level in examination. In our society, the marks secured by the students in the examination will be taken as the level of their intelligence and academic competency. The anxiety about the examination is one of the main factors deciding the achievement of the students in education or examination. Examination system ensures minimum standard in education throughout the country. Achievement in the education process decides the future of a student. Since over anxiety in students especially during examination time affects their performance in examinations, the present study conducted to find out the extent of relationship between examination anxiety and achievement in social science.

Knowledge about examination anxiety helps the parents and teachers to reduce the anxiety level of their children, develop more strategies and methods for reducing their anxiety level, and encourage them to face the examinations with high confidence and to achieve good marks in the examinations.

HYPOTHESES

1. Majority of the secondary school students posses high examination anxiety.
2. There exists a significant difference in examination anxiety of secondary school students in the sub samples based on gender, locality and school management.
3. There exists a significant negative relationship between examination anxiety and social science achievement of secondary school students in the total sample and the sub samples based on gender, locality and school management.
4. There exists a significant difference in the relationship of examination anxiety and social achievement based on gender, locality and school management.

OBJECTIVES

1. To study examination anxiety of secondary school students in total sample
2. To compare examination anxiety of secondary school students in the sample based on gender
3. To compare examination anxiety of secondary school students in the samples based on locality
4. To compare examination anxiety of secondary school students in the sample based on type of school management
5. To find out the relationship between examination anxiety and social science achievement of secondary school students in the total sample
6. To find out the relationship between social science achievement and examination anxiety of boys

7. To find out the relationship between examination anxiety and social science achievement of girls
8. To find out the relationship between examination anxiety and social science achievement of rural students
9. To find out the relationship between examination anxiety and social science achievement of urban students
10. To find out the relationship between examination anxiety and social science achievement of private school students
11. To find out the relationship between examination anxiety social science achievement of govt. school students
12. To find out whether there is any significant difference in the relationship of examination anxiety and social science achievement in the sub sample based on gender
13. To find out whether there is any significant difference in the relationship of examination anxiety and social science achievement in the sub sample based on locality
14. To find out whether there is any significant difference in the relationship of examination anxiety and social science achievement in the sub sample based on type of school management

METHODOLOGY OF THE STUDY

Normative survey method was adopted for collecting data for the present study. It is a widely used method which attempts to describe and interpret what exists at present in the form of conditions, practices, processes, trends, effects, attitudes and beliefs.

TOOLS USED FOR THE COLLECTION OF DATA

- a. Achievement Test in Social Science
- b. Examination Anxiety Scale

STATISTICAL TECHNIQUES USED FOR ANALYSING THE DATA

- Two- tailed test of significance
- Pearson's product moment co-efficient of correlation
- Test of significance of 'r'
- Test of significant of difference between two 'r's
- Percentage analysis

SCOPE OF THE STUDY

The present study is intended to investigate the effect of examination anxiety on social science achievement among secondary school students. Appropriate and standardised tools are employed to measure the independent variable and dependent variable. The test was administered on a sample of 600 Standard-IX students.

The results obtained shows whether there is significant relationship between the dependent and independent variables.

LIMITATIONS

1. The sample selected for the study was not a state – wide one. The study was confined to one district.

2. The study was conducted on secondary school students, i.e. students attending to any one of educational standard – VIII, IX and X. Here the study was confined to standard-IX students only.
3. Even though there are many intervening variables like intelligence, aptitude, home environment, school facility and method of study etc, which can affect the achievement of students, here in this study only the ‘Examination Anxiety’ was selected as independent variable and ‘Achievement in Social Science’ as dependent variable.

FINDINGS OF THE STUDY

- Majority of secondary schools students possess only average examination anxiety. Students in high examination anxiety group and in low examination anxiety group are more or less equal (12.67 % and 13.67 % respectively).
- When the score of examination anxiety for the sub samples based on gender, locality and type of management of school were compared, the following results were obtained.

Difference in the mean score of examination anxiety indicates that, there is no significant difference in the examination anxiety of boys and girls as critical ratio is 1.73, which is not significant at 0.05 level.

Difference in the mean score of examination anxiety is not found to be significant in case of government and private school students. The critical ratio 1.38 reveals that, the examination anxiety of government and private school students is not significant at 0.05 level.

On the basis of locality of the schools, mean score obtained for examination anxiety of urban school students is higher than the score of the students in rural schools. The critical ratio 2.78 also indicates that, the mean difference in rural and urban schools is significant at 0.01 level.

- When the extent of relationship between examination anxiety and social science achievement were estimated for the whole of sample and sub-samples based on gender, locality and management of schools, the following results obtained :

For the whole samples, the correlation between examination anxiety and social science achievement shows a slight negative relationship ($r = -.32$).

There exists a slight negative relationship ($r = -.29$) between examination anxiety and social science achievement of the boys. The relationship between examination anxiety and social achievement for girls shows slight negative relationship. The ‘r’ value is $-.33$.

The coefficient of correlation between examination anxiety and social science achievement for rural school students is ($r = -.11$), suggesting a negligible negative relationship and for urban school students ($r = -.32$) showing a slight negative relationship.

There exists a slight negative relationship ($r = -.32$) between examination anxiety and social science achievement in private school students, and in govt. school students the value is ($r = -.32$) showing a slight negative relationship.

- When the coefficient of correlation between examination anxiety and social science achievement for the sub samples were compared using the test of significance, it revealed the following results :

Boys and girls differ significantly in their relationship between examination anxiety and social

achievement. The critical ratio is 0.536 and it is not significant even at 0.05 level.

In the case of rural and urban school students, there is significant difference in their relationship between examination anxiety and social science achievement. Urban school students have higher value of correlation than the rural school students. The critical ratio 2.15 reveals that their difference is significant at 0.05 level.

In case of students of govt. and private schools, the results reveal that there is no difference between govt. and private school students in their relationship between examination anxiety and social science achievement. The critical ratio obtained is 0.341, which is not significant even at 0.05 level.

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