

A Study of Examination Anxiety among College Students

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Abstract

Many College students experience high examination anxiety due to various reasons such as lack of preparation, style of their study and lack of needed information. Examination anxiety before and during examinations ultimately affects their academic achievement. The present study was conducted to know the examinations anxiety felt by first year college students under Arts and Science stream of education in relation to their gender and locality. A total sample of 140 college students was selected from the colleges of Parbhani district who studies in first year class. Out of 140 college students 80 students were finalized for the study. Further out 80 final samples of students 40 students were from Arts and 40 students were from Science stream of education. Those 40 students of Arts and 40 students of Science stream of education consisted of 20 male and 20 female students. Among 80 college students, 40 students were from urban area and 40 students were from rural area. Student's Examination Anxiety Test developed by Dr. Agrawal and Kaushal was used to measure examination anxiety of students. Mean, SD and "t" test was used for statistical analysis. Result of present study shows that Students of B.Sc. education stream have more examination anxiety than B.A., female students have more examination anxiety in compare to male students and urban students have more examination anxiety in compare to rural students

Keywords: Examination Anxiety, College Students

Introduction

The term anxiety by and large alludes to a condition of emotional and physical influences incited in an individual by a genuine or fanciful risk. It is an inability to fulfill a guideline or dread that one doesn't hold the suitable standard. Psychologists accept that some anxiety is basic since it

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help us to be caution and gives us inspiration to manage our issues. In any case, it has likewise been seen that elevated levels of anxiety may square review capacity and articulation of person's possibilities.

Anxiety and Performance

Above pictures clarifies connection among anxiety and execution. As indicated by psychologists ideal degree of anxiety or stress is fundamental for good execution. In students extraordinary arrangement of anxiety is identified with scholarly execution. Research has demonstrated that a portion of the canny students are poor in accomplishments in light of an extraordinary from of anxiety known as examination anxiety or test anxiety.

Meaning of Examination Anxiety

Examination anxiety alludes to the misery one encounters when being assessed or when considering assessment which normally prompts decreased execution.

Indicators of Examination Anxiety

➤ Sleeplessness	➤ Loss of concentration
➤ Headaches	➤ Depression
➤ Upset stomach	➤ Change in appetite
➤ Irritability	➤ Palpitation

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Cassady (2010) clarified the distinction between summed up anxiety issue and examination anxiety. He expressed that general anxiety issue are described by characteristic anxiety that outcomes to students encountering more elevated levels of worries over a wide scope of circumstances. Interestingly, students that are inclined to examination anxiety have a condition of anxiety those outcomes to more significant levels of apprehension that are explicit to examinations. The manifestations of examination anxiety go from moderate to extreme anxiety. Students who show moderate side effects can perform generally well on examinations. Then again, students with extreme anxiety experience alarm the regular physical side effects include: migraine, resentful stomach, sentiment of dread, and sentiment of fear, brevity of breath, perspiring, pacing or squirming, crying, hustling considerations and blanking out. Lyness (2012) additionally clarified that during the condition of fervor or stress, the body discharges adrenaline. Adrenaline is known to cause physical side effects that go with examination anxiety, for example, expanded heart beat-rate, perspiring and fast relaxing. As a rule, adrenaline is great; it is useful when managing unpleasant circumstances, guaranteeing sharpness and arrangement. Be that as it may, to certain students, the manifestations are troublesome or difficult to deal with, making them difficult to concentrate on examinations.

As indicated by S. Lali (1997) examination anxiety is a factor that is for more unsafe than general anxiety. Henceforth it is perfect that when study hall tests are led there must be an unmistakable endeavor to limit this type of anxiety.

Specialist Dr. Sanjay Chugh saw that from 1995 to 2000 there has been noteworthy incensement in scholastic or test related pressure exploited people visiting his facility. As per a report disappointment in tests is one of the significant reasons for wretchedness and suicides in more youthful age in India. Wine (1971) and Sarason (1972) have discovered that test anxiety impacts are seen in those circumstances where self image including guidelines are utilized.

Stress and anxiety experienced during the examinations is frequently ascribed to the dread of disappointment and can have enduring negative effects on the confidence of the understudy. Examination anxiety has been accounted for to deliver weakening psychological impacts incorporating troubles with memory and reviewing data. There is a huge positive connection found between accomplishment inspiration and scholastic accomplishment and a negative connection among anxiety and scholarly accomplishment (Alam, 2001).

Operational Definition of the Terms

College students: Students of B.A. and B.Sc. enrolled for first year in Colleges of Parbhani district.

Examination Anxiety: Exam anxiety is the set of phenomenological, physiological and behavioral responses that accompany concern about possible negative consequences or failure on an exam or similar evaluative situation (Zeidner M.)

Objectives

1. To study the level of examination anxiety among college students.
2. To study the level of examination anxiety among students in relation to their education stream (Arts and Science), gender and locality.

Hypotheses

1. There is no significant difference between students of Arts and Science on examination anxiety.
2. There is no significant difference in the level of examination anxiety among college students in relation to their gender.
3. There is no significant difference in the level of examination anxiety among college students in relation to their locality.

Variables**➤ Independent**

- Education Stream
 - Arts
 - Science
- Gender
 - Male
 - Female
- Locality
 - Urban
 - Rural

➤ Dependent

- Examination Anxiety

Limitations of the Study

1. It was a small study where other psychological factors were not considered as independent variables.
2. This study was limited only for students who studies in first year in colleges of Parbhani district.

Methodology**Population**

Population for the present study was the first year college students of Parbhani district.

Sample and Sampling Technique

A total sample of 140 college students was selected from the colleges of Parbhani district who studies in first year class. Out of 140 college students 80 college students were finalized for the study by using Stratified random sampling technique. The age range of college students was 18 to 20 years. Out of those 80 students, 40 students were from Arts and 40 students were from Science stream of education. Those 40 students of Arts and 40 students of Science stream of education consisted of 20 male and 20 female students. Further among 80 college students, 40 students were from urban area and 40 students were from rural area.

Sample Distribution

	Education Stream (A)	Arts (A ₁)		Science (A ₂)		Total
	Locality (B)	Urban (B ₁)	Rural (B ₂)	Urban (B ₁)	Rural (B ₂)	
Gender (C)	Male (C ₁)	10	10	10	10	40
	Female (C ₂)	10	10	10	10	40
Total		20	20	20	20	80

Tools Used

Students' Examination Anxiety Test (SEAT) developed by Dr. Madhu Agrawal and Miss. Varsha Kaushal was used to measure student's examination anxiety level. The SEAT consisted of total 38 items with two alternatives 'Yes' and 'No'.

Reliability

Test retest reliability of this test was found to be 0.92 and the internal consistency reliability was found to be 0.87.

Validity

The correlation between the scores of SEAT and SCAT was found 0.57 and correlation between SEAT scores and rating by friends on a five point rating scale was found to be 0.89.

Data Collection and Procedure

The first step for the present study was selection of the sample. After selecting the sample examination anxiety test was administered on the selected sample. All the instructions were strictly followed as per described in manual of the correspondence test. Later on, the responses of the subject on the each test were scored as per scoring procedure described in the particular test.

Statistical analysis

To find out the level of exam anxiety among college students criterion of Mean and SD was applied to scores of exam stress. In order to study significant difference 't' test was applied.

Result and Discussion

In pursuance of the objectives data were analyzed and interpreted under the following heads

1. Level of Examination Anxiety among college students.

In the present investigation 80 subjects were classified into three groups by adopting the criterion of their scores on examination anxiety level as follows:

Table no. 1

Classification of Subjects into Three Groups on the Basis of their Score in Examination Anxiety Test

Sr. No.	Level Examination Anxiety	Range of Score	N (%)
1	High	19 & Above	3 (3.75%)
2	Normal	13-18	51 (63.75%)
3	Low	12 & Below	26 (32.5%)

Results in Table no. 1 reveal that majority of college students had normal (63.75%) followed by low exam anxiety (32.5%). A small percentage of subjects (3.75%) fell in the category of high exam anxiety.

Hypothesis 1

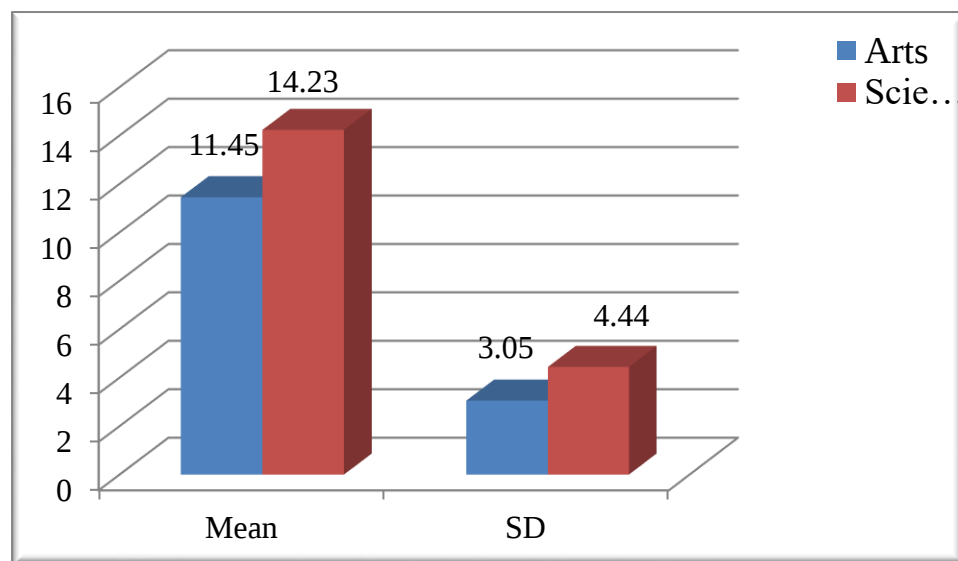
There is no significant difference between students of Arts and Science on examination anxiety.

Table no. 2 Education Stream Wise Mean, SD and t-value of level of examination anxiety.

Group (Education Stream)	Mean	SD	N	T
Arts	11.45	3.05	40	-3.22**
Science	14.23	4.44	40	

****Significant at 0.01 Level**

Graph no.1 Showing Mean, SD of students of Arts and Science on level of examination anxiety.



The above table 2 and graph no.1 depicts that the students of Science students feel high level of examination anxiety (Mean= 14.23) as compared to the students of Arts (mean= 11.45) stream. As higher score on the Students' Examination Anxiety Test indicates higher level of examination anxiety. The t-value calculated for the two groups comes out to be -3.22 which is statistically significant at 0.01 level, thus there is a significant difference between the level of examination anxiety of students form arts and science streams.

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Alternative hypothesis considered in the present investigation regarding difference between students of arts and science education streams in their level of examination anxiety was not proven true as students of science stream were found to be significantly higher in their level of examination anxiety. Thus the considered hypothesis rejected in the present research.

Hypothesis 2

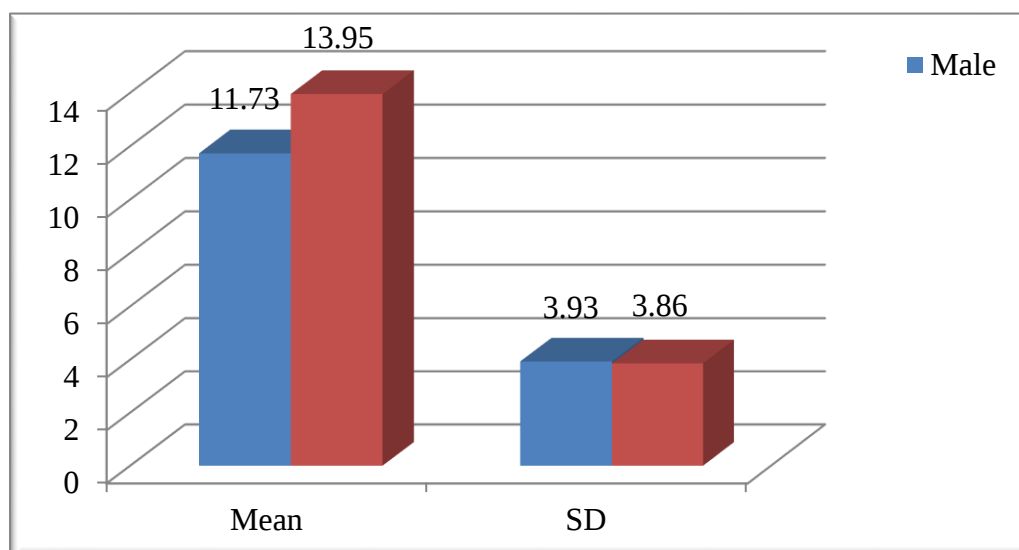
There is no significant difference in the level of examination anxiety among college students in relation to their gender.

Table no. 3 Gender Wise Mean, SD and t-value of level of examination anxiety.

Group (Gender)	Mean	SD	N	T
Male	11.73	3.93	40	-2.52*
Female	13.95	3.86	40	

****Significant at 0.05 Level**

Graph no.2 Showing Mean, SD of male and female students on level of examination anxiety.



The above result table no. 3 and graph no. 2 illustrates, the mean and SD of Male and Female on the measure of examination anxiety. The mean value show that male score (M=11.73) on examination anxiety is lower than Female score (M=13.95). These mean values show the difference in the level of examination anxiety. As higher score on the Students' Examination Anxiety Test indicates higher level of examination anxiety. So it can be said that female students having higher level of examination anxiety as compare to employed youth. The t-value

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calculated for the two groups comes out to be -2.52 which is statistically significant at 0.05 level, thus there is a significant difference between the level of examination anxiety male and female students.

Alternative hypothesis considered in the present investigation regarding difference between male and female students in their level of examination anxiety was not proven true as female students were found to be significantly higher in their level of examination anxiety. Thus the considered hypothesis rejected in the present research.

Hypothesis 3

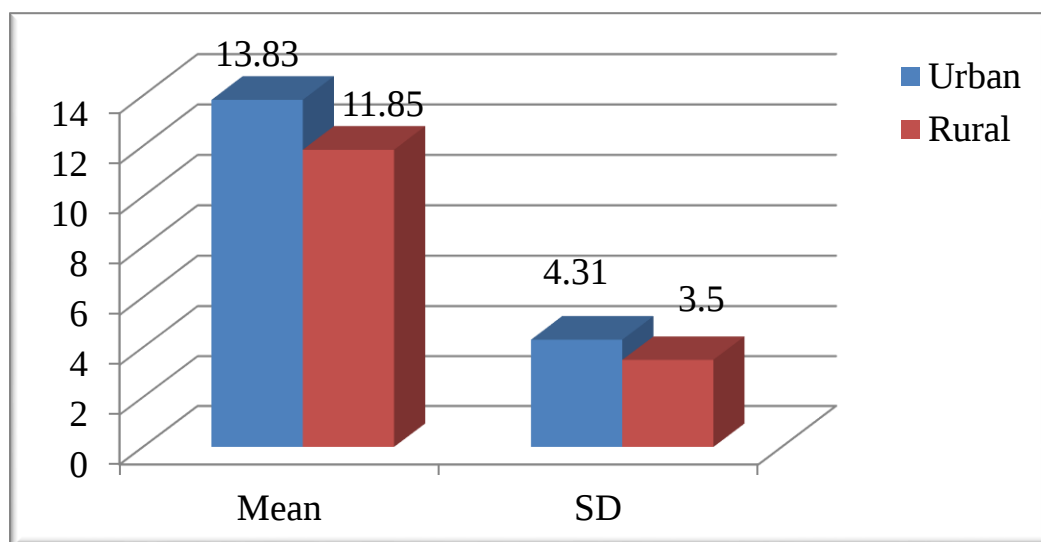
There is no significant difference in the level of examination anxiety among college students in relation to their locality.

Table no. 4 Locality Wise Mean, SD and t-value of level of examination anxiety

Locality	Mean	SD	N	T
Urban	13.83	4.31	40	2.22**
Rural	11.85	3.50	40	

****Significant at 0.01 Level**

Graph no.3 Showing Mean, SD of urban and rural students on level of examination anxiety.



The above result table no. 4 and graph no. 3 illustrates, the mean and SD of Urban and Rural students on the measure of examination anxiety. The mean value show that Urban score

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(M=13.83) on examination anxiety is higher than rural student score (M=11.85). These mean values show the difference in the level of examination anxiety in favour of urban students score on examination anxiety measure indicate good examination anxiety level necessary for good performance. The t-value calculated for the two groups comes out to be 2.22 which is statistically significant at 0.05 level, thus there is a significant difference between the level of examination anxiety of urban and rural students.

Alternative hypothesis considered in the present investigation regarding difference between urban and rural students in their level of examination anxiety was not proven true as urban students were found to be significantly higher in their level of examination anxiety. Thus the considered hypothesis rejected in the present research.

Conclusions

- Students of B.Sc. education stream have more examination anxiety than B.A.
- There is significance difference in the level of examination anxiety among male and female college students, female students have more examination anxiety in compare to male students.
- This study also shows that urban students have more examination anxiety in compare to rural students

Acknowledgments

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Recommendations

In view of the findings of this study, it could be recommended that

1. As per the results of the present investigation there is more examination anxiety in case of female college students. So an orientation to girl students for reducing their examination anxiety should be provided.

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2. As urban students are found more anxious so emphasis should be on such teaching learning strategies that would help students to achieve their aims and good level of achievement by reducing the effect of locality.
3. College system should give guidelines as well as should facilitate counseling sessions that help students to cope with exam stress.
4. Students should be given ample time to relax and plan for their examinations by providing them the training of time management so that last minute rush revision may be avoided.
5. Parents and teachers should develop understanding regarding physical conditions, mental status and psychological needs of the youngsters which may play positive role in dealing with exam anxiety.
6. For the relaxation of students college should arrange some fun activities or entertainment programmes before examination periods.

Implications

This study helps the teachers' fraternity to assess the academic performances of students due to examination anxiety. It helps them to plan their teaching learning evaluation processes and assists them to undertake support system to overcome examination anxiety for better performance in examination. This study may be useful for the teachers to comprehend examination anxiety among boys and girls college students in relation to their education stream and locality. This study also useful for the students to know that moderate level of anxiety is necessary for good performance.

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