



## A Study of Exam Anxiety of the Students of Std IX<sup>th</sup> of Ahmedabad City

**Jadav Rohini Sanabhai**

Research Scholer, JG University, Ahmedabad

Supervisor

**Dr. Janelle Ferro**

JG University, Ahmedabad

### Abstract

The major aim of this research study was to find out the Exam Anxiety of the students of Std IX<sup>th</sup> of Ahmedabad City in context to Gender, Zone and Types of Schools. A sample of 320 students was selected with multi –stage method from three schools from East and three from west of Ahmedabad city. Data were collected by using the standardized tool of Exam Anxiety Scale prepared by Dr. R.S.Patel. The data were analyzed using mean, Standardized deviation, t- test for the analysis followed by its interpretation. Result showed that the boys have more exam anxiety than compared to girls, East zone students have more exam anxiety than compared to West zone and students belonging to grant in aid have more exam anxiety than compared to non-granted schools. It is concluded that exam anxiety is found in the students before, during and after exams. Researcher has provided the techniques to overcome it and suggestions are given for teachers and parents. It is believed that this research work will be useful to the students, teachers, parents and society at large.

**Key words:** Study, Exam, Anxiety, Exam Anxiety, and Secondary class IX students



## 1. Introduction

Today education has become child centered because of educational psychology. With the help of educational psychology, we can remove the hurdles of child's overall development.

Educational psychology helps to frame the aims, curriculum and methods for child's overall development. We all know that our expectations are so high and somehow, we try to fulfill it. The origin of Anxiety is the difference between the expectations and efforts to fulfill such expectations. One is unable to face such types of conditions, hence slowly, the confidence level decreases. Today students become a victim of Anxiety because of question paper, grade and measures of marks. According to theorists as children progress through the elementary school years, other factors create or increase Exam Anxiety. In school, children experience increasingly formal, complex and frequent evaluation, which they often cannot cope with effectively. In our highly competitive educational system and society, this pressure increases with age. The Exam Anxiety is a very serious problem as many cases of suicide are found in the newspapers during the period of Exam. Every student feels Exams Anxiety in student age. Its means they worried of their Exam results. If Anxiety helps to work hard to get good result then its good thing. But if students didn't do his/her work effectively because of Exam Anxiety then it's very bad. Exam Anxiety origins at childhood. The time has arrived to think about students. So that their Anxiety and stress can be removed and they feel relaxed. It is an ethical and scholastic responsibility of all those who are involved with education that they should create a situation, where Exam becomes platform to impart knowledge. Although the student has got good environment, proper reading habits and he or she has interest in studies, but sometimes he or she cannot get good results due to Exam Anxiety.

## 2. Review of Earlier Studies

By reviewing the past researches, it is found that the study of the exam anxiety of the students of standard IX of Ahmedabad city has not been done.

Reviewing the work of Shukla, Janette U [ 2013], JaniYogini S. [2015], Selvaraju R [2011] it is found that the study was done on the exam anxiety of the higher secondary students in relation to certain selected variables. Panchal, Riddhima R. [2012] and Arti Pasricha [2011] has done the study on the academic stress in relation to study habits. Thomas, Anil [2009] E.



Kumaravelan [2015] and Singh, Hira [2012] has done the study on the exam stress in relation to parental encouragement and study habits. Archana Kumari [2014] has done the study of exam anxiety of the college students. Khanna, Alka [2016] has studied the stress in relation to personality intelligence and achievement motivation. Jerrell C. Cassady, Ronald E. Johnson [2001] Ravi Chinta [2005] has done the empirical study on academic stress and the achievement performance. Lh Tze Ping, Kavitha Subramaniam, Saroja Krishnaswamy [2008] has done the study of effect of exam anxiety on exam performance. Rizwan Akram Rana and Nasir Mahmood [2010] studies reveal about the stress and the achievement. Omotere Tope [2011] studied on anxiety is the predictor of exam malpractices.

### 3. Rationale of the Study

Analyzing these studies, controversy reveals in relation to the exam anxiety that has a positive Well negative effect.

According to Shukla, Janette [ 2013] There is seen interaction effect among gender, Std, area and educational achievement on the mean scores of Exam Anxiety of students.

Whereas Arti Pasricha [2011] studies revel that there is negative effect among gender, area and educational achievement.

According to the study of Panchal, Riddhima R. [2012] the level of exam anxiety is higher in female than male. Where as Thomas, Anil [ 2009] E. Kumaravelan [ 2015] found that the anxiety level is less in female compared to male. Jani, Yogini [2015] states that there is significant effect of IQ on exam anxiety. Selvaraju R [2011] studies found that temperament and adjustment that contribute to the exam anxiety.

Singh, Hira [2012] states that the introverts suffer more than the extroverts. Khanna, Alka [2016] found in her studies that the private school students suffer more from exam anxiety compared to the government aided schools. Archana, Kumari [2014] explained that there is no difference in the exam anxiety of the gender, IQ and achievement motivation.

Jerrell C. Cassady, Ronald E. Johnson [2001] found that the higher level of intelligence level the exam anxiety level is low. Where Ravi, Chinta [2015] finds that the exam anxiety helps to perform better. Lh Tze Ping, Kavitha Subramaniam, Saroja Krishnaswamy [2008] observed



that exam anxiety is the source of concern and can affect to the students negatively. The same observation was made by Rizwan Akram Rana and Nasir Mahmood [2010] Omotere Tope [2011] comes up with totally different findings that exam anxiety leads to the malpractices as per age and sex.

#### 4. Variables

**Table 1: Variables of Study**

| Sr. No | Variables            |                                  |               |
|--------|----------------------|----------------------------------|---------------|
| 1      | Dependent Variable   | Exam Anxiety                     |               |
| 2      | Independent variable | Gender                           | Boys          |
|        |                      |                                  | Girls         |
|        |                      | Zone                             | East          |
|        |                      |                                  | West          |
|        |                      | Type of School                   | Grant-in -aid |
|        |                      |                                  | Non granted   |
| 3      | Controlled           | Students of Std IX <sup>th</sup> |               |

#### 5. Objectives of the study

- To study the level of Anxiety of the students of Std IX<sup>th</sup> of Ahmedabad city.
- To study the of Exam Anxiety of the students of Std IX<sup>th</sup> with respect to Gender.
- To study the of Exam Anxiety of the students of Std IX<sup>th</sup> with respect to Zone.
- To study the Exam Anxiety of the students of Std IX<sup>th</sup> with respect to Types of Schools.



## 6. Hypothesis of the Study

- H<sub>01</sub>** There will be no significant difference between mean scores of Exam Anxiety of boys and girls of the Student of Std IX<sup>th</sup> of Ahmedabad city.
- H<sub>02</sub>** There will be no significant difference between mean scores of Exam Anxiety of the Student of Std IX<sup>th</sup> belonging to East and West zone of Ahmedabad city.
- H<sub>03</sub>** There will be no significant difference between mean scores of Exam Anxiety of the Student of Std IX<sup>th</sup> belonging to Grant-in-aid and Non- granted schools of Ahmedabad city.

## 7. Limitation of the Study

- The study is delimited to Std IX<sup>th</sup> of Gujarati medium students of Ahmedabad City only.
- The study is delimited to the sample of 320 students only of Ahmedabad city.
- The study is delimited to the East and West zone schools of Ahmedabad City only.
- The study is delimited to the Gujarat State Board Schools only.

## 8. Method of the Study

A survey method was adopted to know the Exam Anxiety of the of the Students of Std IX<sup>th</sup> of Ahmedabd City.

## 9. Statistical Method

t- test was done for analysis of data.

## 10. Population and Sample of the Study

The population of the present study is IX<sup>th</sup> Std students of secondary school of Ahmedabad city.

In the present study, Ahmedabad city is divided into two broad parts of East and West, out of which three schools from Eastern part and three schools from Western part is selected. Then from each zone a sample of 80 boys and 80 girls are selected.



In the present study, the researcher applied the multi stage sampling to select the sample of 320 students of IXth Std of Ahmedabad City.

## 11. Tool of the Research

In the present Research looking to the economy of time, money and energy the researcher has applied the Standardized tool of Exam Anxiety scale prepared by Dr. R.S. Patel Sir. The tool used for data collection is Rating Scale. There were 35 questions divided in three parts. There were ten statements before exams, fifteen statements during exams and ten after exams. All the statements are positive which can be rated in twenty minutes.

The Reliability of the test is found by split half method which is 0.72 as well as concurrent validity is 0.68.

## 12. Scoring of the Tool

The tool is rating scale that comprised of 35 statements with each statement corresponding to a five-point rating scale as such strongly agree, agree, neutral, disagree and strongly disagree. The tool being available in Gujarati and specially Standardized on the secondary students of Gujarat this tool has been used by the researcher.

To assess the tool after data collection the manual was used and accordingly each of the rating as strongly agree, agree, neutral, disagree and strongly disagree would be converted into quantitative data by assigning scores such 5.4.3.2.1 respectively to each of the rating of each statement. Thus, maximum score of the Exam Anxiety would be 175 and minimum would be 35.

## 13. Procedure of Data Collection

Based upon the selection of the schools, the researcher went to schools one by one and met the principal. The researcher explained to the principal the purpose and the tool and importance of one's study and requested to allow collecting data from the school. To avoid clashes between schools, researcher took the permission for the date and time.. The researcher introduced the self to the students as well as purpose and importance of the particular tool. The information would remain confidential that was mentioned to the students which made the answers authentic.



Table – 2

### List of Schools of Ahmedabad City

| Sr. | Name of the school               | Zone | Students |
|-----|----------------------------------|------|----------|
| 1   | Shree Narayana Guru Vidayalya    | West | 60       |
| 2   | Mount Carmel High School         | West | 60       |
| 3   | StriKelvaniUttejok Mandal School | West | 40       |
| 4   | ST. Joseph's High School         | East | 60       |
| 5   | St. Aloysius School              | East | 40       |
| 6   | The H.B.K. New High School       | East | 60       |

#### 14. Procedure of Data Analysis

In the present study, the researcher collected the data, checked it as per the manual and then grouped it. The researcher then as per the pre- decision decided to apply the mean, Standard deviation, t- test for the analysis followed by its interpretation.

The collected data was edited. There were four sheets which were left incomplete in between 3 to 4 questions. Three sheets were answering the same answer for all questions; thus, it was not considerable. The other five sheets were in a particular pattern and some questions were not answered. The nine sheets remain more than the sample as the data was collected from more students keeping in mind the editing later.

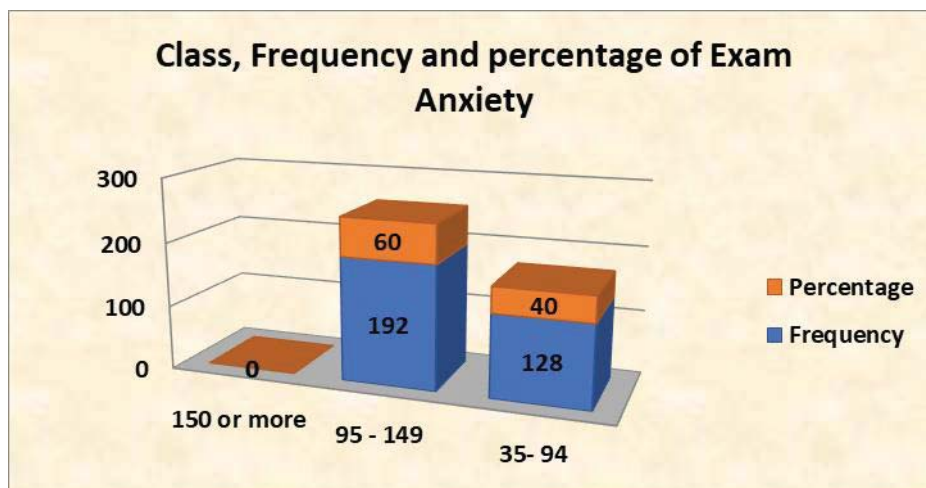


Table – 3

**Class, Frequency & percentage of Exam Anxiety of Std IX<sup>th</sup> Students of Ahmedabad City**

| Level | Class       | Frequency | Percentage of Students | Remarks |
|-------|-------------|-----------|------------------------|---------|
| A     | 150 or more | 0         | 0                      | High    |
| B     | 95-149      | 192       | 60                     | Middle  |
| C     | 35-94       | 128       | 40                     | Low     |

After obtaining the scores of 320 students on Exam Anxiety scale, the students who scored 150 and above were considered as students having high level Exam Anxiety (“A”) and the students who score 95 – 149 were considered as students having middle level Exam Anxiety (“B”) and the students who score 35 – 94 were considered as students having low level Exam Anxiety (“C”) and the total number of students in that Exam Anxiety level were counted and converted into percentage.



Graph 1 reveals that there are no students belonging to high level Exam Anxiety group. 192 students i.e. 60% students are belonging to middle level Exam Anxiety group and 128 students i.e. 40% of students belong to low level of Exam Anxiety group.





## 15. Tabulation of Data

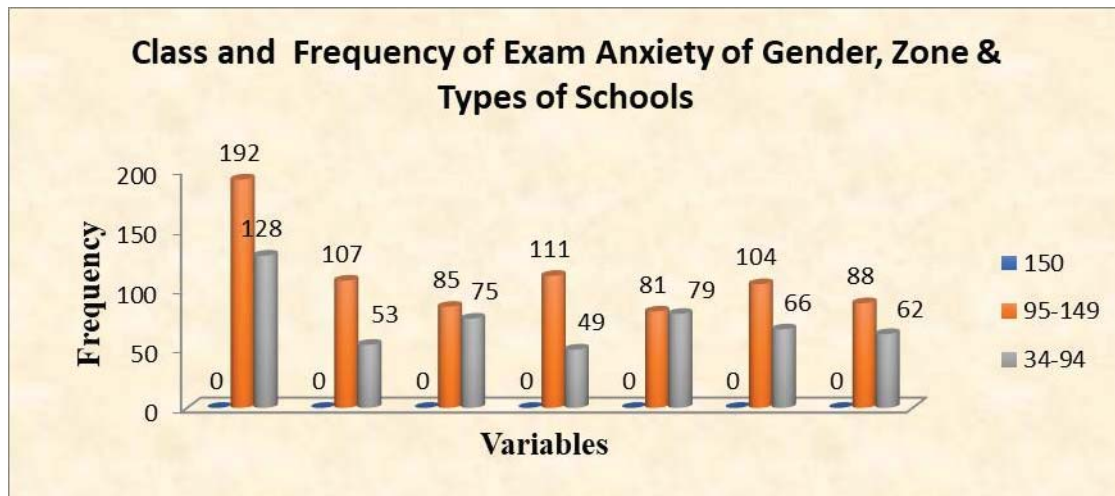
The tabular presentation of data is one of the techniques of presentation of data. The tabular presentation means arranging the collected data in an orderly manner in rows and in columns. The horizontal arrangement of the data is known as rows, whereas the vertical arrangement is called columns. The classified facts are recorded in rows and columns to give them tabular form.

**Table 4**

**Table of Class and Frequency of Exam Anxiety of Gender, Zone & Types of Schools of Ahmedabad City**

| Sr. | Class       | Frequency | Boys | Girls | East | West | Grant in aid | Non granted |
|-----|-------------|-----------|------|-------|------|------|--------------|-------------|
| 1   | 150 or more | 0         | 0    | 0     | 0    | 0    | 0            | 0           |
| 2   | 95-149      | 192       | 107  | 85    | 111  | 81   | 104          | 88          |
| 3   | 35-94       | 128       | 53   | 75    | 49   | 79   | 66           | 62          |

As observed in table 4 that the frequency of the Exam Anxiety is shown with respect to variables. There is no student who scores 150 or more than that thus, it can be concluded that there is no student who has high Exam Anxiety. The maximum numbers of students are found within the range of 95- 149. Among 192 students there are 107 boys and 85 girls. The 111 students belonging to East Zone of Ahmedabad city are with the medium Exam Anxiety. Grant in Aid students are more compared to Non granted school for the medium Exam Anxiety. There are 128 students between the range of 35-94 where 53 boys and 75 girls. Students from West Zone of Ahmedabad city are 79 compared to East Zone that is 49 students. Grant in aid school 66 students and 62 from Non granted school are with low level of Exam Anxiety. Thus Exam Anxiety Level of students with respect to Gender, Zone and Type of School are explained in the table.



## 16. Analysis of Data Interpretation

- **Study 1: Critical Ratio** on the basis of scores of Exam Anxiety of boys and girls of the Student of Std IX<sup>th</sup> of Ahmedabad city.

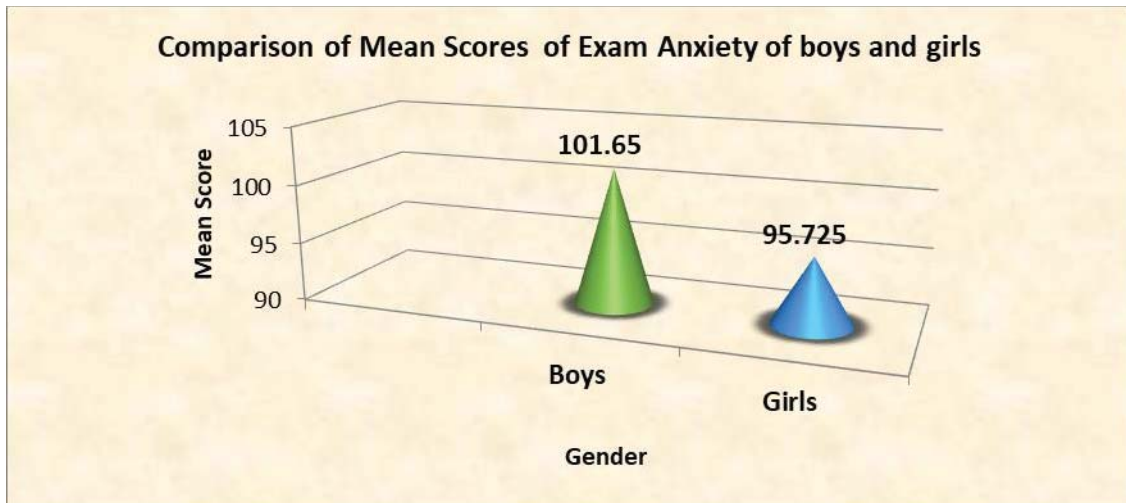
| Variables | Number of students | Mean (M) | Std Deviation (S D) | SED   | t- value | Level of significance |
|-----------|--------------------|----------|---------------------|-------|----------|-----------------------|
| Boys      | 160                | 101.65   | 17.25036            | 2.244 | 2.89     | Significant           |
| Girls     | 160                | 95.725   | 22.54972            |       |          |                       |

$$T_{cal} = 2.89 > t_{tab} = t_{0.01} = 2.58$$

The mean score of Exam Anxiety of girls and boys is 101.65 and 95.725 respectively and SD is 17.25 and 22.54 respectively. It is evident that  $t_{cal} = 2.89$  which is more than the table value  $t_{0.01} = 2.58$  at 0.01 level of significance. Hence the Hypotheses that there is no significant difference between mean scores of Exam Anxiety of boys and girls of Std IX<sup>th</sup> of Ahmedabad city will be rejected. It further indicates that boys and girls do differ significantly with regard to Exam Anxiety.

Thus, the null Hypothesis is retained and it is concluded that there is significant difference between the mean scores of Exam Anxiety in Std IX<sup>th</sup> students of Ahmedabad city. The boys

have more Exam Anxiety compared to girls. Hence Hypotheses is not accepted. The above detail is shown graphically in Graph.



- **Study – 2: Critical Ratio** on the basis of scores of Exam Anxiety of the Student of Std IX<sup>th</sup> belonging to East and West zone of Ahmedabad city.

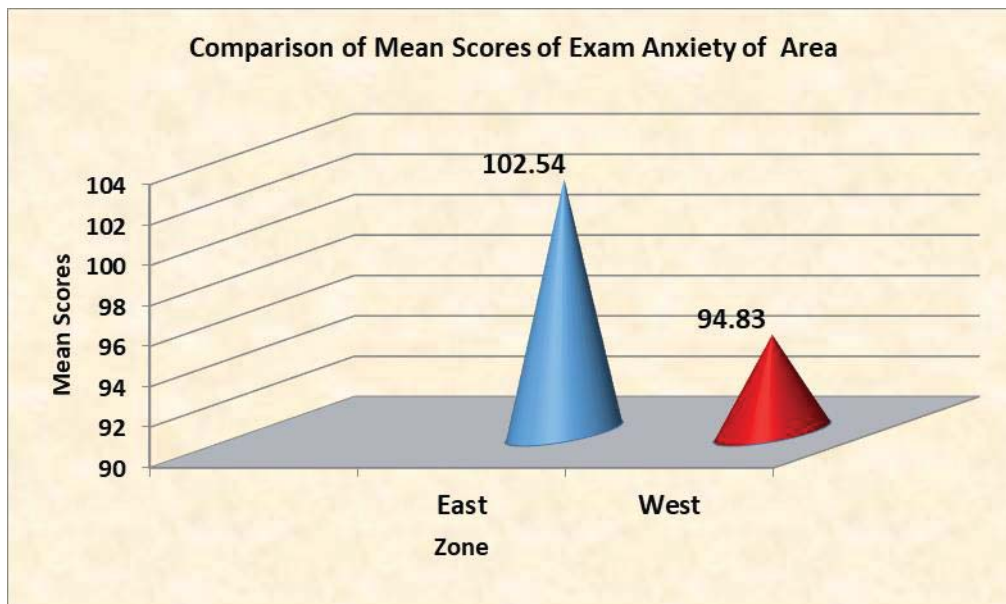
| Variables | Number of students | Mean (M) | Std Deviation (S D) | SED   | t-value | Level of significance |
|-----------|--------------------|----------|---------------------|-------|---------|-----------------------|
| East      | 160                | 102.54   | 19.58               | 2.227 | 4.265   | Significant           |
| West      | 160                | 94.83    | 20.25               |       |         |                       |

$$T_{cal} = 4.265 > t_{tab} = t_{0.01} = 2.58$$

The mean score of Exam Anxiety of West Zone is 102.54 and East Zone is 94.83 respectively. It is evident that  $t_{cal} = 4.265$  which is more than the table value  $t_{0.01} = 2.58$  at 0.01 level of significance. Hence the Hypotheses that there is no significant difference between mean scores of Exam Anxiety of IX<sup>th</sup> Std students belonging to East and West Zone of Ahmedabad city will be rejected.

Thus, the null Hypotheses is retained and it is concluded that there is significant difference between Exam Anxiety of Std IX<sup>th</sup> students belonging to East and West Zone of Ahmedabad

city. Thus we can say that Students of East Zone have more Exam Anxiety than compared to West zone students. Hence Hypotheses is not accepted. The above detail is shown graphically in Graph.



- **Study: 3** Critical Ratio on the basis of scores of Exam Anxiety of the Student of Std IX<sup>th</sup> belonging to Grant-in-aid and Non- granted schools of Ahmedabad city.

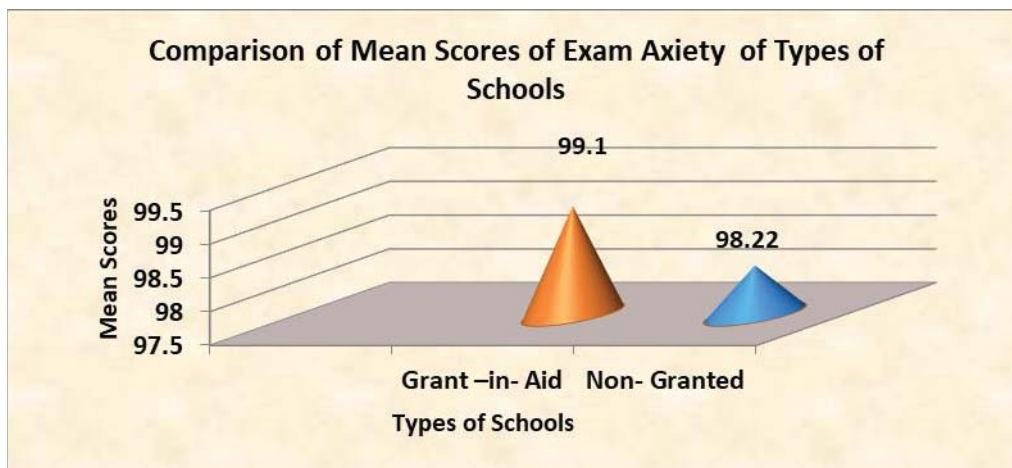
| Variables      | Number of students | Mean (M) | Std Deviation (S D) | SED   | t- value | Level of significance |
|----------------|--------------------|----------|---------------------|-------|----------|-----------------------|
| Grant –in- Aid | 170                | 99.1     | 19.87               | 2.285 | 0.656    | Non- Significant      |
| Non- Granted   | 150                | 98.22    | 20.74               |       |          |                       |

$$T_{cal} = 0.656 < t_{tab} = t_{0.05} = 1.96$$

The mean score of Exam Anxiety of Grant- in- Aid School is 99.1 and Non-granted School is 98.22 respectively. It is evident that  $t_{cal} = 0.656$  which is more than the table value  $t_{0.05} = 1.96$  at 0.05 level of significance. Hence the Hypotheses that there is no significant difference

between mean scores of Exam Anxiety of IX<sup>th</sup> Std students belonging grant-in –aid and non-granted schools of Ahmedabad city will not be rejected. It further indicates that grant-in-aid and non-grant-in-aid schools do differ significantly with regard to Exam Anxiety.

Thus, the null Hypothesis is retained and it is concluded that there is no significant different between the mean scores of Exam Anxiety of Std IX<sup>th</sup> students of Ahmedabad city. Thus, we can say that Students belonging to grant in aid have more Exam Anxiety than compared to Non granted school students thus Hypotheses is accepted. The above detail is shown graphically in Graph 4.5



## 17. Findings of the Research

- There is significant difference of Exam Anxiety with respect to Gender. The boys have more Exam Anxiety compared to girls.
- There is significant difference of Exam Anxiety with respect to Zone. Students belonging to East Zone have more Exam Anxiety than compared to students of West Zone.
- There is no significant difference of Exam Anxiety with respect to type of school. Students belonging to grant in aid have more Exam Anxiety than compared to students of Non granted school.



## 18. IMPLICATIONS

It is clear from the present study that problem of Exam Anxiety was faced by many students. Following steps can be applied to reduce Exam Anxiety.

### 18.1 Steps to reduce Exam Anxiety

- The students should do the effective planning of study.
- The students should actively participate in physical activities.
- They should collect the accurate information about the topic.
- They should learn the time management.
- They should develop positive attitude towards life.
- They should develop rational thinking.

### 18.2 Exam Anxiety reduction techniques

#### ➤ Before Exam

- i. Learn materials thoroughly and organize materials needed for the test.
- ii. Try to establish a pattern of revision that gives time to relax and develop confidence.
- iii. Avoid speaking with any fellow students who have not prepared or who express negativity or who will distract your preparation.
- iv. Use a mantra or meditation technique for relaxation.
- v. Try to distract your attention from anxious thoughts and keep your mind busy.
- vi. Use self talk.
- vii. Get a good sleep before Exam.

#### ➤ During Exam

- i. Don't go for Exam with empty stomach.
- ii. Read the directions of question paper carefully.
- iii. Keep yourself focused and positive.
- iv. Pick a question and start writing without any nervousness.





➤ **After Exam**

- i. Whether you did well or not, be sure to follow through on the reward you promised yourself and enjoy it.
- ii. Try not to dwell on all the mistakes you might have made.
- iii. Do not immediately begin studying for the next test but indulge in something relaxing for a while.

➤ **For Teachers**

- i. Teacher should consider the individual differences of the students.
- ii. Teacher should avoid the language or words that might be insulting or demotivating for the student.
- iii. Teacher should encourage the students by giving them different Examples.
- iv. Teacher should be friendly that each student can share their problems and there can be solution to it.

➤ **For Parents**

- i. Parents should be sympathetic and co-operative to their children.
- ii. Parents should take care that their children might not be frustrated during Exam.
- iii. Parents should avoid discussion in front of their children regarding the result of Exam.
- iv. Parents should not force their children for the first rank only to gain social prestige.

The findings have been presented as the results from the analysis and interpretation of the data. Accordingly based on findings, the suggestion has been made by the researcher and also new areas are suggested for further research.

The research was on Exam Anxiety of Std IXth students of Ahmedabad City with respect to gender, zone and type of schools. The researcher has tried to pull out the attention in the Exam Anxiety and how to overcome it. Research has provided the different techniques and suggestions with regard to Exam Anxiety. It is believed that this research work will be useful to the students, teachers, parents and society at large.





## References

- Aggrawal, J.C. (1975), '**Education Research-An Introduction**', New Delhi, Arya Book Depo
- Andrews, B, & Wilding, J. M. (2004), '**The relation of depression and Anxiety to life-stress and achievement in student**'. British journal of psychology.
- Dusek, J. B., (1980), '**Test Anxiety: theory, research, and applications**. Hillsdale, N.J: Erlbaum
- Koul, Lokesh (1986) '**Methodology of Educational Research**', New Delhi: Vikas Publishing House Pvt. Ltd
- Patel, R.S. (2011) '**Fundamental Concepts of Research**', Ahmedabad, Jay Publication.
- Patel, R.S. (2015) '**Educational Research**', Jay Publication, Ahmedabad.
- Sarason I.G. and B.B, (1990) '**Test Anxiety**', Handbook of Social and Evaluative Anxiety, New York, Plenum Press
- Zeinder M. (1998) '**Test Anxiety: The State of the Art**', New York, Plenum Press