

## EXAMINATION ANXIETY AMONG YOUTH: A COMPARATIVE STUDY

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### **ABSTRACT**

*Anxiety is an emotion characterized by certain mental and physical changes. Anxiety is a common phenomenon among youth. High examination anxiety negatively affects on the performance of youth in education whereas low level of anxiety enhances the performance of the youth. Thus in this backdrop the purpose of the present study is to find out the level of examination anxiety of the students. Data was collected from different departments of social sciences of Tripura University. A sample of 80 students was randomly selected, out of them 40 were male students and 40 were female students. Data were collected by using Test Anxiety Questionnaire (TAQ) developed by Nist and Diehl. Data was analysed through statistical methods like central tendency, t- test etc. Results of the study revealed that female students have more examination anxiety in comparison to male students.*

**Keywords:** *Examination anxiety, youth*

### **1. INTRODUCTION**

Examination anxiety is a common and universal phenomenon of students. It is a learned behaviour. Examination anxiety is a combination of physiological over-arousal, tension and somatic symptoms, along with worry, dread and fear of failure that occurs before or during test situations. It is a physiological condition in which people experience extreme stress, anxiety, and discomfort during and/or before taking a test. This anxiety creates significant barriers to learning and performance. Research suggests that high levels of emotional distress have a direct correlation to reduced academic performance and higher overall student drop-out rates. Examination

anxiety can have broader consequences, negatively affecting a student's social, emotional and behavioural development, as well as their feelings about themselves and school.

Examination anxiety can also be labelled as anticipatory anxiety, situational anxiety or evaluation anxiety. Some anxiety is normal and often helpful to stay mentally and physically alert. When one experiences too much anxiety, however, it can result in emotional or physical distress, difficulty concentrating, and emotional worry. Inferior performance arises not because of intellectual problems or poor academic preparation, but because testing situations create a sense of threat for those experiencing examination anxiety; anxiety resulting from the sense of threat then disrupts attention and memory function. Students who experience test anxiety tend to be easily distracted during a test, experience difficulty with comprehending relatively simple instructions, and have trouble organizing or recalling relevant information. Thus examination anxiety negatively effects on academic achievement of students. Youths are the new generation of any society and nation. So researcher wants to find out the examination anxiety level of youth students. As it is adversely affect on the heath and academic performance.

## **2. LITERETURE REVIEW:**

Parks-Stamm, Gollwitzer, Oettingen (2009) investigated that Implementation Intentions and Test Anxiety: Shielding academic performance from distraction and found that test anxiety increased the effectiveness of temptations- inhibiting implementation intentions increased. Examination anxiety significantly effect on academic achievement of students'.

Syokwaa, Aloka and Ndunge (2014) investigated the relation between anxiety levels and academic achievement among students' in selected Secondary Schools in Lang'ata District, Kenya and found that test anxiety highly effect on academic achievement of secondary schools students. Personal anxiety as well as test anxiety and academic performance of Secondary students' are negatively and significantly correlated.

Altairi, (2014) investigated The Impact of Mindfulness and Test Anxiety on Academic Performance and found that test anxiety mediates the relationship between trait mindfulness and course performance. Cognitive test anxiety effect on academic performance highly. There is a negative relationship between test anxiety and academic performance.

Reddy , Reddy, Reddy, and Reddy (2013) investigated Academic Performance and Test Anxiety in India, Students in the Course of Cognitive Science, they found that test and examination stress or anxiety is thought to present some individuals from reaching their academic potential. It has been found that students anxiety

consistently increased by examination. They studied that Test anxiety is a great effecting factor in student achievement among Indian students' in institutions of higher education.

Afolayan, Donald, Onasoga, Babafemi and Juna A (2013) investigated relationship between anxiety and academic performance of nursing students and found that anxiety is a common cause of poor academic performance during examination among few students anxiety which is expressed as psychological disturbances, psychological imbalanced and behavioural abnormalities is common problem faced by student during examination and negatively affects students performance and outcome in examination.

Akinsola and Nwajei (2013) investigated Test Anxiety, Depression and Academic Performance and found that a positive and significant relation between test anxiety, trait anxiety and depression which badly and negatively affect academic achievement of students'.

Mahamood and Rana (2010) investigated relationship between Test Anxiety and Academic Achievement and found that test anxiety has a significant and effective impact on undergraduate students' performance. There was a significant negative relationship exists between Test anxiety is one of the factors which are cause of students' under and low performance which can be managed by appropriate training.

Cassady and Johnson (2001) investigated cognitive Test Anxiety and Academic Performance; and found that the high test anxiety groups scored significantly lower than the low test group. There was negatively relationship between Test anxiety and Academic Anxiety.

Chapell, Blanding, Silverstein, Takahashi, Newman, Gubi and Mecann (2005) investigated Test Anxiety and Academic performance in undergraduate and graduate students; and found that there was a negative relationship between undergraduate test Anxiety scores and academic performance. This study suggests that test anxiety is associated with reductions in grade point average both under graduate and graduate educational levels.

Yousefi, Talib, Mansor, Juhari, and Redzuna (2010) investigated the relationship between these Anxiety and Academic Achievement among Indian adolescents and found a relation between level of test anxiety and academic achievement. For instance students with low test anxiety had higher academic achievement than the students with moderate and higher test anxiety and also students with moderate test anxiety had higher academic achievement than students with higher test anxiety. Test had impact on adolescent's academic achievement. It decreased adolescents learning capabilities and motivation and higher excellent academic performance. Thus

research finding has found a significant relationship between Test anxiety and Academic achievement among high school adolescents in Sanandaj, Iran.

Akinleke (2012) studied the relationship between test anxieties, self esteem on academic performance and found that there was a statistically significant association between anxiety and self esteem on Grade Point Average and found that there is a negative correlation between test anxiety and academic achievement. This study discovered that overall low anxiety students had high GPA then high anxiety students.

Iroegbu (2013) investigated effect of test anxiety, gender and perceived self-concept on academic performance of Nigerian students and revealed that the subjects with low anxiety performed better than those with high anxiety.

With reviewing National and International Journal, Books, University News etc, it is found that there are so many research conducted on Examination Anxiety and Academic Achievement of school, undergraduate normal students'. And it is found that High examination anxiety negatively affects on the performance of youth in education whereas low level of anxiety enhances the performance of the youth. Thus in this backdrop the purpose of the present study is to find out the level of examination anxiety of the students.

### **3. RESEARCH QUESTIONS**

In this present paper there are three research questions sat by the researcher. These are given below:

1. What is the level of examination anxiety of youth students?
2. What is the level of examination anxiety of youth male students?
3. What is the level of examination anxiety of youth female students?
4. Is there any difference between level of examination anxiety of male and female youth students?

### **4. SIGNIFICANCE AND NEED OF THE STUDY**

The present study provides feedback to students, parents, teachers' guide and counsellor, policy planner, curriculum constructors especially for youth students. On the basis of findings and conclusions of this present paper, they can take up appropriate measures and also guide youth students regarding their examination anxiety. And given suggestions help the parents, teachers to minimise the examination anxiety of youth students. Students also know how to reduce the examination anxiety. The Findings will be helped for pedagogical activities, management and policy making and reconstruction of curriculum.

## 5. OBJECTIVES

The objectives of the present paper are articulated below:

1. To study the level of examination anxiety of youth students.
2. To study the level of examination anxiety of male youth students.
3. To study the level of examination anxiety of female youth students.
4. To compare the level of examination anxiety of male and female youth students.

## 6. HYPOTHESIS

**Ho-1.** There is no significant difference between the level of examination anxiety of male and female youth students.

## 7. METHODOLOGY

This study is an empirical and Descriptive survey study in nature. It is a comparative study.

### Population and sample

All post graduate students, who are studying in various departments of social science in Tripura University, are the population of this study. For the present study researcher randomly selected 80 students as a sample. Out of 80 students, there are 40 male students and 40 female students are selected.

### Tool

Nist and Diehl Test Anxiety Questionnaire used to collecting data. It is a short questionnaire.

### Statistic

Data analysed and interpreted through descriptive and inferential statistics. Statistical methods like central tendency, t- test etc used in this present paper

## 8. DATA ANALYSIS AND INTERPRETATION

Data analysis is the systematic application of statistical technique based on the information collected from the respondents for the study. Thus data analysis can be said as the process of organizing the data to draw the findings and conclusion for the study. In this present study for data analysis the researcher has used descriptive

statistics (Mean, SD) and inferential statistics like t –test was applied for testing the significance and verification of hypothesis. In this present study for data analysis the researcher has used descriptive statistics (Mean, SD) and inferential statistics like t –test was applied for testing the significance and verification of hypothesis.

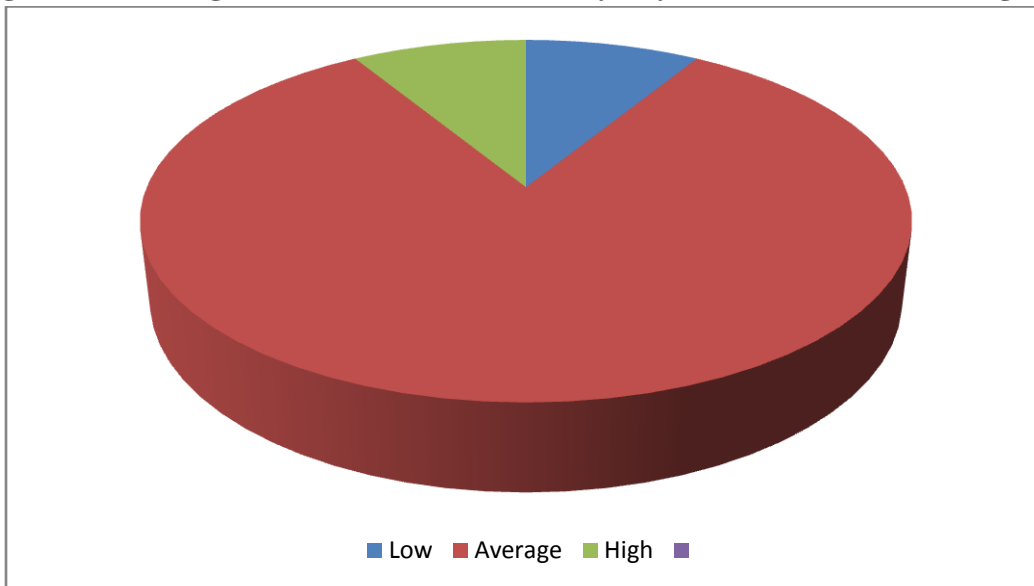
**Objective No 1. To study the level of examination anxiety of youth students.**

It can be observed from the Table 1 and Figure 1 that level of examination anxiety of youth students Low (8.75%), Average (82.5%) and High (8.75%).

**Table 1: Showing the level of examination anxiety of youth students.**

| Total No of students | Level of examination anxiety | Percentage |
|----------------------|------------------------------|------------|
| 7                    | Low                          | 8.75%      |
| 66                   | Average                      | 82.5%      |
| 7                    | High                         | 8.75%      |

**Figure 1: Showing level of examination anxiety of youth students in Pie Diagram.**



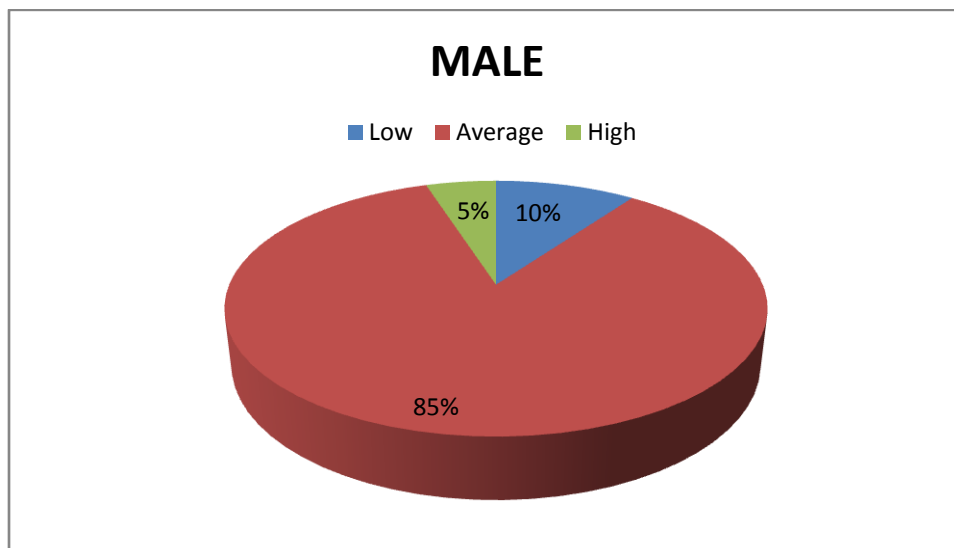
**Objective No 2. To study the level of examination anxiety of male youth students.**

It can be observed from Table 2 and Figure 2 that level of examination anxiety of male youth students Low (10%), Average (85%) and High (5%).

**Table 2: Showing the level of examination anxiety of male youth students.**

| Total No of students | Level of examination anxiety | Percentage |
|----------------------|------------------------------|------------|
| 4                    | Low                          | 10%        |
| 34                   | Average                      | 85%        |
| 2                    | High                         | 5%         |

**Figure 2: Showing level of examination anxiety of male youth students in Pie Diagram.**



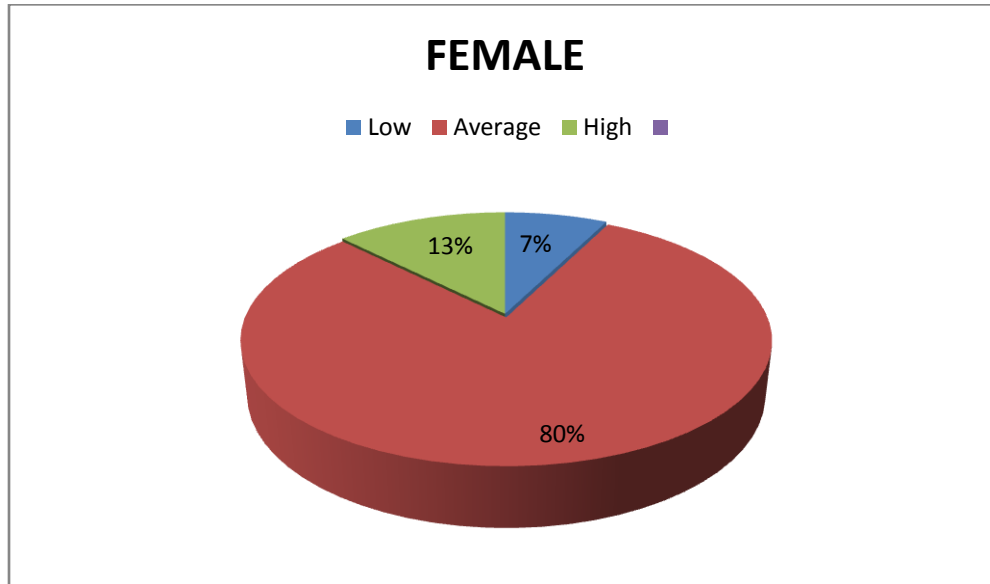
**Objective No 3. To study the level of examination anxiety of female youth students.**

It can be observed from the Table 3 and Figure 3 that level of examination anxiety of female youth students Low (7.5%), Average (80%) and High (12.5%).

**Table 3: Showing the level of examination anxiety of female youth students.**

| Total No of students | Level of examination anxiety | Percentage |
|----------------------|------------------------------|------------|
| 3                    | Low                          | 7.5%       |
| 32                   | Average                      | 80%        |
| 5                    | High                         | 12.5%      |

**Figure 3: Showing level of examination anxiety of female youth students in Pie Diagram.**



**Objective No 4. To compare the level of examination anxiety of male and female youth students.**

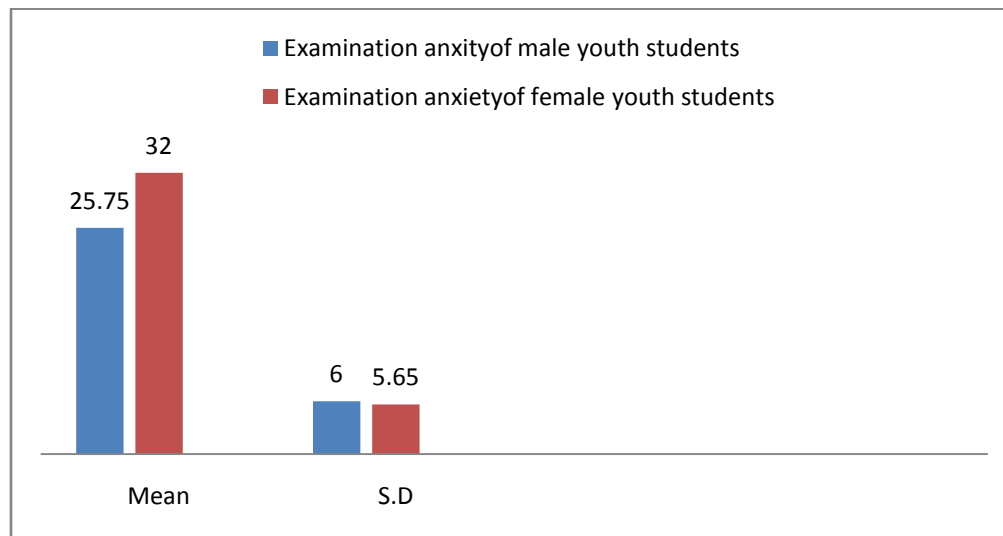
In this paper, there was an objective “To compare the level of examination anxiety of male and female youth students.” Test Anxiety Questionnaire was administered on the examination anxiety of youth. The mean and S.D was calculated and the t-test was applied to test significant difference between means. Obtained results are shown in Table 4.

**Table 4: Showing the mean, S.D and two group t-test of examination anxiety of male and female youth students.**

| Statistical Measure | N  | Mean  | S.D  | df | t-value |
|---------------------|----|-------|------|----|---------|
| Male                | 40 | 25.75 | 6    | 78 | 4.80    |
| Female              | 40 | 32    | 5.65 |    |         |

- Level of Significance: 0.05



**Figure 4: Showing Mean and S.D value of examination anxiety of male and female youth students.**

It has shown from the Table -3 that Mean and S.D value of examination anxiety of Male and Female youth are (25.75) and (32), (6) and (5.65) correspondingly. There is significant difference between examination anxiety of Male and Female youth students df 78 because the mean value of female 32 is significantly higher than the mean value of male 25.75. Therefore the calculate t-value is 4.80 which is higher than table value (significance level of 0 .05 and df78). So the null hypothesis-“There is no significant difference between the level of examination anxiety of male and female youth students.” is rejected. And it can be concluded that there is significant difference in the level of examination anxiety of male and female youth students.

## 9. RESULTS

**Objective 1. To study the level of examination anxiety of youth students.**

From the data analysis it was found that the level of examination anxiety of youth student Low (8.75%), Average (82.5%) and High (8.75%).We can see from the results that the level of examination anxiety of male youth students is average 82.5%.

**Objective 2. To study the level of examination anxiety of male youth students.**

From the data analysis it was found that the level of examination anxiety of Male youth student Low (10%), Average (85%) and High (5%).We can see from the results that the level of examination anxiety of male youth students is average 85%.

***Objective 3. To study the level of examination anxiety of female youth students.***

From the data analysis it was found that the level of examination anxiety of female youth student Low (7.5%), Average (80%) and High (12.5%). We can see from the results that the level of examination anxiety of female youth students is difference from male. 12.5% female students has high examination anxiety.

***Objective 4. To compare the level of examination anxiety of male and female youth students.***

From the data analysis it was found that the mean value of the level of the examination anxiety of female youth (32) is higher than mean value of the level of examination anxiety of male youth and the calculated "t" value is found significance in the 0.05 level of significance df 78. So the result revealed that there is significant difference in the level of examination anxiety of male and female youth students

**10. CONCLUSION**

Findings of this study revealed that examination anxiety level of youth students Average. Female youth students have high examination anxiety 12.5% than male 5%. And it is also found that there is significant difference between the level of examination anxiety of male and female youth students.

**11. SUGGESTIONS**

The researcher based on the findings of this study, gave the following suggestions:

1. Youth students prepare a time table and planning for the study from the beginning of the academic session.
2. Students should prepare very well to create confidence which reduce the examination anxiety of youth students.
3. Parents and teacher should be understood the individual differences of student.
4. Create enjoy full atmosphere in the educational institutions and home.
5. Students practice Yoga for reduces examination anxiety.
6. Guidance and counselling also can be helped students to minimize anxiety related to examination.
7. Wear lucky outfit and eat favourite food during exam period.

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