STUDY ON LEVEL OF ANXIETY AMONG THE STUDENTS WHO APPEARING THE PUBLIC EXAMS

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ABSTRACT

The educational standards of school children in India are primarily evaluated based on written examinations. Every year, the Indian government conducts two board exams, otherwise referred to as public exams, at the end of the 10th (secondary education) and 12th (higher secondary education) grades. Due to guaranteed white collar job prospects, medicine, engineering, and management have been the most preferred choice of higher education by the students and/or their parents. Although there are several colleges in Tamil Nadu, only few of them are preferred by students, making the admission process very competitive. Thus, higher education being a prerequisite for successful future, the board exams has been the source of stress and anxiety for several students. In addition to the struggle to meet their own set values, today's students also have to satisfy the demand of their parents and the society, which adds further stress and anxiety.

Keywords: higher education, educational standards, job prospects, stress, anxiety

INTRODUCTION

The latest report by the National Crime Records Bureau has positioned Tamil Nadu as the Indian state with highest suicide rate. At least in part, this is happening due to exam pressure among adolescents, emphasizing the imperative need to understand the pattern of anxiety and various factors contributing to it among students. Test anxiety is actually a type of **performance anxiety** — a feeling someone might have in a situation where performance really counts or when the pressure's on to do well. **Test anxiety** is a combination of physiological over-arousal, tension and somatic symptoms, along with worry, dread, fear of failure, and catastrophizing, that occur 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. Test anxiety can have broader consequences, negatively affecting a student's social, emotional and behavioural development, as well as their feelings about themselves and school.

REVIEW OF LITERATURE

Grace E. Benedict (August 2014) "TEST ANXIETY: AN EDUCATIONAL INTERVENTION". The purpose of the current study was to examine the effectiveness of an intervention targeted at reducing test anxiety while improving test taking skills and study ,strategies. Specifically, the current study explored the effective ness of the intervention with a population of university students identified as having learning diffuclties through the university's center for students with disabilities.Although not statistically significant, the current study did find meaningful

differences (greater than 1 SD)among Test Anxiety Inventory pretest and post test scores for 2 of the 3 participantsin the study after 4 weeks of intervention, all participants' self reported Total TAI scores were lower following intervention. The current study did not find an increase in self-reported learning strategy usage from pretest to post-test among the participants. Additionally, all scores on the summative evaluation were positive. Specifically, participants strongly agreed that they had learned something new, it would benefit them in the future, they were happy with the Sessions overall.

Sigmund Tobias (2011) "Test Anxiety: Interference, Defective Skills, and Cognitive Capacity. This paper reviews the differences between two interpretations accounting for the poor test performance of high-anxious students: (a) that anxiety interferes with retrieval of prior learning, or (b) that either of two types of deficits in study or test-taking skills may account for these findings. Research results dealing with these hypotheses are reviewed. It was concluded that these were complementary, rather than mutually exclusive formulations. A hypothesis was advanced suggesting that test anxiety debilitates performance by reducing the cognitive capacity available for task solution, and that study or test-taking skills facilitate learning and test performance by reducing the cognitive capacity demanded by different tasks.

Dawson R. Hancock (2010) "Effects of Test anxiety and Evaluative Threat on Students' Achievement and Motivation". Identification of factors that influence post-secondary student achievement and motivation in the classroom continues to be an important educational objective. The author investigated the interactive effects of learner characteristic, test anxiety, and the classroom variable, threat of evaluation, on the achievement and motivation of 61 postsecondary students assigned randomly to high- or low-evaluative threat conditions. Statistically significant interactions revealed that all the students, particularly the test-anxious students, performed poorly and were less motivated when exposed to highly evaluative classrooms. The findings expand previous research and should be considered by professors when they design and implement higher education courses.

RESEARCH METHODOLOGY

Statement of the Problem

Teenagers who are studying in the 10th and 12th classes experiences lot of stress and strain especially during the examination. There are certain factors etiological symptoms, Academic and self motivation are sufficient Important to be examined from exam anxiety point of view. This study examines those four aspects from tuition centre at Pollachi.

Significance of the Study

This study is Significant as it provides the level of anxiety among the students while they are appearing for the public exams. The factors which create anxiety among them in various perspectives.

Title of the Study

Study on Level of Anxiety among the Students who appearing the Public Exams

Objectives of the Study

The objectives of this study were to ascertain the presence of test anxiety among adolescent students.
To find out the level of test anxiety of higher secondary students.
To find out the level of self-actualization of the higher secondary students who appearing for public exam.
To access the relationship between test anxiety and academic performance.

Hypothesis

The researcher framed following hypothesis to examine.
H_1: There is significant difference between age and mean score for nervousness was accepted.
The null hypothesis was tested for acceptance / rejection at 5 percent level of significance.

Research Design

Universe of the Study

Universe for this study is plus two students in and around Pollachi who attended tuition centres. Since the number of tuition centres and number of students not know the universe of study is undefined.

Sampling Frame

The frame of this study comprised of selected 10th and 12th standard students from tuition centers in Pollachi.

Sampling Size

All the adolescent students studying 10th and 12th numbering 50 were identified through snowball sampling method. Formed sampling size for the study and all these students were covered this method confirms to senses method of sampling.

Tools for data Collection

As the respondents were not capable of filling the questionnaire, the researcher decided to adopt interview schedule method as the tool used for data collection.

Data analysis

Data Analysis has been done by using SPSS package 17.00 version. The study comprises Percentage Analysis, Cross tabs and factor analysis.

Limitations of the Study

This study is limited by the quality of responses of respondent at the time of study. Hence the views cannot be generalized.

A few respondents took longer time to express their opinion.

Individual person's attitude is dynamic so the findings of today may differ to the working of tomorrow and may become invalid.

DATA ANALYSIS AND INTERPRETATION

Profile of Respondents

SN	Factors	Grouping	Frequency	Average	Standard Deviation
1	Age	▪ 15-16 Years	23	16.53	0.90
		▪ 16-17 Years	12		
		▪ 17-18Years	25		
		Total	60		
2	Gender	▪ Male	28		
		▪ Female	32		
		▪ Total	60		

3	Education	▪ SSLC	25		
		▪ HSC	35		
		▪ Total	60		
4	Types of Family	▪ Joint	21		
		▪ Nuclear	30		
		▪ Extended	9		
		▪ Total	60		
5	Parents Living Status	▪ Both are alive	49		
		▪ Mother only alive	5		
		▪ Father only alive	6		
		▪ Total	60		
6	Occupation of the Father	▪ Coolie	7		
		▪ Private Sector	26		
		▪ Government Sector	15		
		▪ Business	7		
		▪ Missing System	5		
		▪ Total	55		
7	Occupation of Mother	▪ Coolie	15		
		▪ Private Sector	19		
		▪ Government Sector	2		
		▪ Total	36		
		▪ Missing System	24		
8	Monthly Income of the Family	▪ Rs.5,000	10		
		▪ RS.8,000	10		
		▪ Rs.10,000	23		
		▪ More than Rs.10,000	17		
		▪ Total	60		

Gender wise Mean Score for stress related to Academic Aspects

Gender	Respondents Mean Score for Academic Aspects			TOTAL
	8-16 Score (Low)	16-24 Score (High)	24-32 Score (Very High)	
Male	0	27	1	28
Female	1	30	1	32
Total	1	57	2	60

Pearson's r = -0.080

Correlation analysis showed a negative association between sex and mean score for academic aspects Pearson's r = - **0.080**

Gender wise Mean Score for self actualisation

Gender	Respondents Mean Score for Academic Aspects			TOTAL
	7-14 Score (Low)	14-21 Score (High)	21-28 Score (Very High)	
Male	1	25	2	28
Female	1	30	1	32
Total	2	55	3	60

Pearson's r = -0.062

Correlation analysis showed a negative association between age and mean score for self actualization (Pearson's r = - **0.062**)

Education Wise Mean Score for Academic Aspects

Educational Qualification	Respondents Mean Score for Academic Aspects			TOTAL
	8-16 Score (Low)	16-24 Score (High)	24-32 Score (Very High)	
SSLC	0	23	2	25
H.Sc.	1	34	0	35
Total	1	57	2	60

Pearson's r = - 0.240

P 0.065 > P 0.05 α 0.05

Correlation analysis showed a negative association between educational and mean score for academic aspects (Pearson's r = - 0.240

Parent Living Status wise Mean Score for Academic Aspects

Parents Living Status	Respondents Mean Score for Academic Aspects			TOTAL
	8-16 Score (Low)	16-24 Score (High)	24-32 Score (Very High)	
Both are alive	1	46	2	49
Mother only alive	0	5	0	5
Father only alive	0	6	0	6
Total	1	57	2	60

Pearson's r = 0.033

P 0.800 > P 0.05 α 0.05

Correlation analysis showed a positive association between parents living status and mean score for academic aspects

Factor Analysis for Etiological Aspects

The table gives the factor analysis for etiological factor influencing seven factors namely concentration, misfortunes, embarrassed, worry, cry, nightmares and sleep were identified. The SPSS output using principle components analysis extracted 3 components namely concentration, misfortune, embarrassed accounted for 65.687 percent of variants in this study. This means concentration is the for most component influencing factor responsible for etiological aspects.

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
Concentration	1.796	25.652	25.652	1.796	25.652	25.652
Misfortune	1.561	22.304	47.956	1.561	22.304	47.956
Embarrassed	1.242	17.741	65.697	1.242	17.741	65.697
Worry	.771	11.021	76.717			
Cry	.685	9.792	86.510			
Nightmares	.533	7.608	94.117			
Sleep	.412	5.883	100.000			

Factor Analysis for Symptoms Aspects

The table gives the factor analysis for symptoms influencing seven factors namely nausea, handshakes , diarrhea, sweat ,headache, hungry, breath Were identified.The SPSS output using principle components analysis extracted 3 components namely nausea, handshake, diarrhea accounted for 79.881 percent variant of this study.This means nausea is the for most component influencing factor responsible for symptoms aspects

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
Nausea	1.961	28.017	28.017	1.961	28.017	28.017
Handshakes	1.540	22.005	50.022	1.540	22.005	50.022
Diarrhea	1.084	15.485	65.506	1.084	15.485	65.506
Sweat	1.006	14.375	79.881	1.006	14.375	79.881
Headache	.567	8.096	87.977			
Hungry	.479	6.846	94.823			
Breath	.362	5.177	100.000			

Extraction Method: Principal Component Analysis.

Extraction Method: Principal Component Analysis.

Factor Analysis for Academic Aspects

The table gives the factor analysis for academic aspects influencing eight factors namely tension ,school, friends ,aversion ,understand, actively, afraid, relationship Were identified. The SPSS output using principle components analysis extracted 3 components namely tension, school, friends accounted for 63.366 percent variant of this study.This means tension is the for most component influencing factor responsible for academic aspects

Factor Analysis for Self Actualisation

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
Tension	2.434	30.421	30.421	2.434	30.421	30.421
School	1.519	18.990	49.411	1.519	18.990	49.411
Friends	1.116	13.955	63.366	1.116	13.955	63.366
Aversion	.978	12.227	75.593			
understand	.778	9.725	85.318			
Actively	.511	6.382	91.700			
Afraid	.358	4.477	96.177			
Relationship	.306	3.823	100.000			

Extraction Method: Principal Component Analysis.

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
Goal	1.676	23.943	23.943	1.676	23.943	23.943
Earning	1.449	20.705	44.647	1.449	20.705	44.647
Strain	1.146	16.366	61.013	1.146	16.366	61.013
Less fear	.955	13.650	74.662			
Shrink	.905	12.931	87.593			
self-confident	.514	7.344	94.937			
Perfectionist	.354	5.063	100.000			

Extraction Method: Principal Component Analysis.

The above table gives the factor analysis for self actualisation influencing seven factors namely goal, earning, strain, less fear, shrink, self confident, perfectionist Were identified.The SPSS output using principle components analysis extracted 3 components namely goal, earning, strain accounted for 61.013 percent variant of this study.This means goal is the for most component influencing factor responsible for self actualisation

FINDINGS

Profile of the Respondents

Age wise 25 out of 60 (41.6 Percent) respondents were in the age group of between 17 to 18 years.
Gender wise 32 out of 60 (53 Percent) respondents were female.
Education wise 32 out of 60 (58 percent) were studied upto H.Sc.
Types of family wise 30 out of 60 (50 percent) were from nuclear family.

Parents Living Status wise 49 out of 60 (82 percent) are having both mother and father.

Father's occupation wise 26 out of 55 (47 percent) were working in private sector.

Mother's occupation wise 19 out of 36 (52.7 percent) were working in private sector.

Monthly income of the family wise 23 out of 60 (38 percent) were earning the monthly income of Rs.10,000.

Factors influencing Etiological Aspects

Majority of 49 out of 60 respondents (81.6 Percent) were in the age group of 17-18 years scored high mean score for etiological aspect.

49 out of 60 respondents (81.66 Percent) gender wise female scored high mean score for etiological aspect.

49 out of 60 respondents (81.66 % Percent) educational status wise H.Sc. students scored high mean score for etiological aspects.

49 out of 60 respondents (81.66 % Percent) parent living status wise, students who are having both parents scored high mean score for etiological aspects.

Factors influencing Symptoms Aspects

42 out of 60 respondents (70% Percent) gender wise female scored high mean score for symptoms aspect.

42 out of 60 respondents (81.66 % Percent) parents living status wise parent living status wise, students who are having both parents scored high mean score for symptom aspects.

Factors influencing Academic Aspects

57 out of 60 respondents (95 Percent) were in the age group of 17-18 years scored high mean score for academic aspect.

57 out of 60 respondents (95% Percent) gender wise female scored high mean score for stress related to academic aspects.

57 out of 60 respondents (95% Percent) educational wise H.Sc. Students scored high mean score for academic aspects.

57 out of 60 respondents (95.00 % Percent) gender wise parent living status wise, students who are having both parents scored high mean score for academic aspects.

Factors influencing Self Actualization

55 out of 60 respondents (91.66 Percent) were in the age group of 17-18 years in the age wise scored high mean score for self actualization aspect.

55 out of 60 respondents (91.66 % Percent) gender wise female scored high mean score for self actualization aspect.

55 out of 60 respondents (91.66 % Percent) education wise H.Sc. Students scored high mean score for self actualisation aspects.

55 out of 60 respondents (91.66 % Percent) parents living status wise students who are having both parents scored high mean score for self actualisation aspects

Findings for Correlation Analysis

Correlation analysis showed a positive association between age and mean score for etiological aspects (Pearson's r =. 0.096)

Correlation analysis showed a negative association between age and mean score for etiological aspects (Pearson's r = - 0.254)

Correlation analysis showed a negative association between age and mean score for etiological aspects Pearson's r = - 0.196

Correlation analysis showed a negative association between age and mean score for etiological aspects (Pearson's r = - 0.106)

Correlation analysis showed a negative association between age and mean score for symptoms aspects (Pearson's r = - 0.146)

Correlation analysis showed a negative association between sex and mean score for academic aspects (Pearson's r = - 0.080)

Correlation analysis showed a negative association between age and mean score for self actualization (Pearson's r = - 0.062)

Correlation analysis showed a positive association between educational status wise mean score for etiological aspects (Pearson's r = 0.0154)

Correlation analysis showed a positive association between Educational and mean score for symptoms aspects (Pearson's r = 0.217)

Correlation analysis showed a negative association between educational and mean score for academic aspects (Pearson's r = - 0.240)

Correlation analysis showed a negative association between education and mean score for self actualisation (Pearson's r = - 0186)

Correlation analysis showed a positive association between parents living status and mean score for etiological aspects (Pearson's r = 0.089)

Correlation analysis showed a positive association between parents living status and mean score for symptoms aspects related to nervousness (Pearson's r = 0.130)

Correlation analysis showed a positive association between parents living status and mean score for academic aspects (Pearson's r = 0.033)

Correlation analysis showed a positive association between parents living status and mean score for self actualization (Pearson's r = 0.026)

Factor Analysis for Factor influencing for etiological aspects, symptoms aspects, academic aspects and self actualisation.

Concentration is the for most component influencing factor responsible for etiological aspects.

Nausea is the for most component influencing factor responsible for symptoms aspects.

Tension is the for most component influencing factor responsible for academic aspects.

Goal is the for most component influencing factor responsible for self actualisation.

Finding for Hypothesis

There is a significant difference between age and mean score for nervousness was accepted.

SUGGESTIONS

Self development programmes to be given at school.
Students to be trained on self confidence.
Counseling for stress on academic matters.
Confidence building programmes to be given to students.
Recruit school counselor

CONCLUSION

This study entitled Text Anxiety among the Students who Appearing for Public Exams in Pollachi. It entitled four dimension namely Factors Influencing for Etiological Factors Influencing for Aspects, Factors Influencing for Symptoms Aspects, Factors Influencing for Academic Aspects and Factors Influencing for Self Actualization. Each dimensions carried as many as many factors.The study findings used factor analysis to determine principle factors influencing the various dimensions. The results point out improvement to be made in the psychological factors of the students.

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