

Research Article

Examination Anxiety in Relation to Academic Achievement among Higher Secondary School Students

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Abstract

Examination anxiety is a common psychological problem among students, especially at the higher secondary level. The present study aims to examine the relationship between examination anxiety and academic achievement among higher secondary school students. Data were collected from students using a standardized examination anxiety scale and academic scores. The findings reveal that examination anxiety has a significant impact on students' academic performance, often showing a negative correlation. The study highlights the need for proper guidance and counselling to reduce anxiety and improve academic outcomes.

Keywords: Examination anxiety, academic achievement, higher secondary school students, test anxiety, student performance, stress and anxiety

Introduction

Examination anxiety can have a significant impact on academic achievement. When a student experiences examination anxiety, they may experience a range of negative emotions such as fear, worry, and panic, which can interfere with their ability to perform well on exams and assessments.

Research has consistently shown that examination anxiety can lead to lower academic achievement. Students with high levels of examination anxiety tend to score lower on exams and have lower overall grades compared to their peers who experience lower levels of examination anxiety. This can limit opportunities for future academic or career success. Examination anxiety can also have broader impacts on academic achievement beyond exam

scores and grades. Students with high levels of examination anxiety may experience reduced motivation to learn, difficulty concentrating, and negative self-beliefs about their academic abilities. These factors can further undermine academic achievement, creating a cycle of poor performance and reduced self-confidence.

Fortunately, there are strategies that can help to reduce the negative impact of examination anxiety on academic achievement. These strategies may include cognitive-behavioral therapy, relaxation techniques, exam preparation, and access to support and resources. By learning to manage their examination anxiety and developing effective coping strategies, students can improve their academic performance and achieve greater success in their academic endeavors.

Review of Related Studies

Shaikh Soheel Jaleel, Dr.Ghoti R.M (2021) conducted a study on “ The influence of Emotional Intelligence on academic achievement. “The aim of this study was to investigate the influence of emotional intelligence on academic achievement among students of Education. The findings of the research reveals that the emotional intelligence is positively associated to the academic achievement of the students.

Peng and Rogier (2020) conducted a study on ‘The Development of Academic Achievement and Cognitive Abilities’: In this article, this study poses evidence from recent research on the bidirectional relations between academic achievement and cognitive abilities. The findings of the study suggest that (a) reading mathematics and cognitive abilities (i.e., working memory, reasoning, and executive function) predict each other in development, (b) direct academic instruction positively affects the development of reasoning, and (c) such bidirectional relations between cognitive abilities and academic achievement seem weaker among children with.

Jha et al. (2019) conducted a study on “The Relationship between Test Anxiety and Academic Performance among Undergraduate Medical Students: A Cross-sectional Study”. Findings of the study revealed that the text anxiety was significantly associated with academic performance.

Muwada Bashir Awad Bashir et al. (2019) investigated the prevalence of exam anxiety and depression among students for Sudan National Boarding Examination. Westside

Test Anxiety Scale and Patient's Health Questionnaire (PHQ9) was used on a cross-cultural sample. Depression and exam anxiety were found highly correlated. Gender, maternal level of education, previous exam experience and academic performance are significant predictors in exam anxiety status.

Mirawdali and Ball (2018) explored the effects of test anxiety on academic performance of students. Results of the study revealed that strategic studying, time management and academic competence are the key factors related with the anxiety associated with test; and academic performance of the students significantly influenced by their studying strategies, time management and academic competence.

Need for the Study

The predominant aim of this study is to understand the implication of examination anxiety that the students experience on their academic achievement. Examination anxiety is an inevitable factor which every individual experiences in life. Students falling under this age group strongly attach their emotion with the outcome of their result. Examination anxiety has become an integral part of the formal education system as the purpose of education has become very result oriented. Academic achievement is the measure of one's success rate which is documented. It determines the accomplishments on one's personal or institutions short - term and long term. Understanding the Effects of Examination anxiety, we can better understand the effects of stress on students' academic performance, as well as the mechanisms that underlie these effects. It can also help identify risk factors for poor academic performance, such as high levels of stress or low coping skills. The study of examination anxiety and academic achievement can also help educators and parents better support student success by providing insights into how to create a supportive learning environment and promote healthy coping strategies and can also contribute to our broader scientific understanding of the complex interplay between psychological factors and academic outcomes.

Objectives of the Study

- To determine the relationship between examination anxiety and academic achievement of higher secondary school students.

- To compare the examination anxiety and academic achievement of higher secondary school students based on gender.
- To analyze the difference in examination anxiety and academic achievement of higher secondary school students based on family type.

Hypotheses

- There is no significant relationship between examination anxiety and academic achievement among higher secondary school students.
- There is no significant difference in examination anxiety and academic achievement among higher secondary school students based on gender.
- There is no significant difference in examination anxiety and academic achievement among higher secondary school students based on type of school.

Methodology

Nature of the Study

The present study was planned as descriptive research. It aims to investigate the relationship between examination anxiety and academic achievement among higher secondary school students.

Variables

- **Independent Variable:** Academic Achievement
- **Dependent Variable:** Examination Anxiety

Population and Sample

The sample consists of **300 student-teachers** selected using simple random sampling technique.

Tools Used

The investigator utilized the standardized tool, the Examination Anxiety tool, which was devised by Mandler and Sarason in 1952 and the students of 9th standard to 12th standard II term examination marks were obtained by the students in all the subjects were taken to be the achievement scores in academic achievement. The investigator applied

important statistical techniques to analyze the research data.

Statistical Techniques

Correlation analysis and independent sample t-tests were employed for data analysis. The collected data were interpreted using the values obtained from the statistical output.

Findings and Results

Table 1: showing the correlation in examination anxiety and academic achievement of higher secondary school students

Variable	N	r
Examination Anxiety and Academic Achievement	308	0.019

Form the Table 1 it can be observed that the correlation coefficient between Examination Anxiety and Academic Achievement is 0.019. This indicates a very weak positive relationship between the two variables.

Table 2 showing the differences in examination anxiety and academic achievement among higher secondary school students based on gender.

Variables	Category	Sample Size	Mean	Standard Deviation	't' value	'df'	Level of Significance
Examination Anxiety	Male	209	51.69	11.522	1.445	306	0.149
	Female	99	53.75	11.994			
Academic Achievement	Male	209	2.19	0.678	3.818	306	0.000
	Female	99	1.86	0.756			

It could be inferred from the mean value of Examination Anxiety that Female students with a mean value of 53.75 were found to have slightly higher Examination Anxiety than Male students with a mean value of 51.69, though the difference was not found to be statistically significant. Whereas, with a mean value of 2.19, Male students were found to have higher Academic Achievement than Female students with a mean value of 1.86, and the difference was found to be statistically significant at the 0.01 level.

Table 3 showing the difference in examination anxiety and academic achievement among higher secondary school students based on type of school.

Variables	Category	Sample Size	Mean	Standard Deviation	't' value	'df'	Level of Significance
Examination Anxiety	Co-Ed	209	51.32	12.512	2.261	306	0.024
	Boys	99	54.53	9.446			
Academic Achievement	Co-Ed	209	2.13	0.701	1.879	306	0.061
	Boys	99	1.97	0.749			

It could be inferred from the mean value of Examination Anxiety that students studying in Boys' Schools with a mean value of 54.53 were found to have a higher level of Examination Anxiety compared to students studying in Co-Educational Schools with a mean value of 51.32. Whereas, with a mean value of 2.13, students studying in Co-Educational Schools were found to have slightly better Academic Achievement than students studying in Boys' Schools with a mean value of 1.97, though the difference was not found to be statistically significant.

Educational Implications of the Study

Education is most important for all. Education plays a very important role in everyone's life. Education is that what transforms a person to live a better life and even in social well-being. Education is the one that do something constructive in near future it helps a person to show their best by their mind and spirit. Education plays a vital role in success or the personal growth. For determining what is good or what is bad for student education will helps. A person who gets good education will become good citizen. more dependable worker. Without education a person is incomplete, so education makes a person a critical thinker to handle all kinds of situations.

Examination anxiety, also known as test anxiety, is a psychological phenomenon characterized by excessive worry, nervousness, and fear of failure related to an upcoming exam or assessment. It is a form of performance anxiety that can affect people of all ages and levels of education, from primary school students to professionals taking certification exams.

The concept of examination anxiety is rooted in the idea that individuals perceive exams as a high-stakes situation, with consequences such as academic or professional success or failure, social judgment, and personal validation. These perceived stakes can trigger a range of physical, emotional, and cognitive symptoms, including sweating, trembling, racing heart, negative thoughts, and self-doubt.

Examination anxiety can have negative impacts on academic and professional performance, mental health, and overall well-being. However, there are strategies that can be used to manage and overcome examination anxiety, including relaxation techniques, cognitive-behavioral therapy, and adequate preparation. Understanding the meaning and concept of examination anxiety can help individuals recognize and address their own symptoms and challenges related to exam stress.

Conclusion

The purpose of the present investigation was to study examination anxiety in relation to academic achievement with reference to some personal variables. The effects of examination anxiety on academic achievement are complex and can vary from person to person. However, in general high level of examination anxiety can have a negative impact on academic performance. This analysis may enrich the investigators in the field of education and the findings of the study may serve as database for future research.

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