

---

## **A STUDY ON EXAM ANXIETY AMONG 11<sup>TH</sup> CLASS STUDENTS OF PUDUCHERRY**

**Dr. D. SILAMBARASAN**

Assistant Professor

Department of Corporate Secretaryship

Saradha Gangadharan College

Autonomous Institution

(A Unit of Sri Saradha Gangadharan Educational Trust)

Accredited with B++ grade by NAAC (CGPA 2.92) in Second Cycle,

BCA & BBA Recognized by the AICTE

E-Mail: [dsarasansss@gmail.com](mailto:dsarasansss@gmail.com)

**Dr. R. RAJA**

Assistant Professor

Department of Management

Hindustan College of Arts and Science,

Affiliated to University of Madras / NAAC 'A' Grade, 2(f) Status by UGC

Padur, Kelambakkam, Chennai – 603103

E-Mail: [raja@hcaschennai.edu.in](mailto:raja@hcaschennai.edu.in)

**Dr. A. KAVIYARASAN, MBA, MSW, Ph. D**

Associate Professor

Department of Management Studies

ARM College of Engineering & Technology

Approved by AICTE New Delhi & Affiliated to Anna University

Sattamangalam, Maraimalai Nagar, Chennai-603209.

Email: [a.kaviyaran@gmail.com](mailto:a.kaviyaran@gmail.com)

**D. JAYANTHAN**

Assistant Professor

Department of Management Studies

Manakula Vinayagar Institute of Technology, Puducherry

E-Mail: [itsjavanthan93@gmail.com](mailto:itsjavanthan93@gmail.com)

---

### ***Abstract***

*Exam nervousness is a collection of physical and mental symptoms that influence your talent to achieve well on an exam. So this study discussed what are the symptoms of exam anxiety, what are the causes of exam anxiety, how to reduce exam anxiety and give some tips for exam anxiety on exam days. This study focused on the exam anxiety of 11<sup>th</sup> class male and female students in Puducherry. The present researcher used primary data collected through Google Form (50 male and 50 female). Four main objectives of the study are used in this study. The researcher used various tools like “mean, standard deviation, t-test and correlation”. The study proved that  $H_0^1$  and  $H_0^2$  are accepted. Correlation results show that  $H_0^3$  is significant in the relationship status of 1% male and female students and  $H_0^4$  is insignificant among male and female students in different schools.*

**Keywords:** Examination, Anxiety, Education, 11<sup>th</sup> class students, Academic Performance.

**JEL:** I

### **Introduction:**

Exam anxiety is a common experience among school pupils. Nevertheless, intense mind-set of fear and pressure before and after an exam can have unhealthful consequences. It can be difficult when it keeps you from attractive exams or giving it your all, make you worry all the occasion, or becomes great.

It is a grouping of bodily symptoms and mental emotions that affect your skill to perform in good health on tests. Many pupils experience from differing degrees of exam anxiety for a variety of reasons. If you do, use these ideas and tools to reduce test fear and develop your overall test-taking knowledge in school.

---

**Symptoms of Exam Anxiety:**

- ❖ **Physical Symptoms:** (For example: Head pain, vomiting, excessive sweating, shortness of breath, speedy heartbeat, wooziness,)
- ❖ **Emotional Symptoms:** (For instance: Stress, worry, helplessness, and disappointment, as well as negative thoughts)
- ❖ **Behavioral Symptoms:** (As an example: Negative thinking, compare yourself to others, and laziness)

**Reasons of Exam Anxiety:**

- ❖ panic of failure
- ❖ Lack of planning
- ❖ High levels of stress
- ❖ Perfectionism

**How to Reduce Exam Anxiety:**

- ❖ Prepare yourself
- ❖ Effective study
- ❖ Maintain a good mental attitude
- ❖ Learning study methods
- ❖ Making lifestyle adjustments
- ❖ Concentrate on deep breathing and good thinking<sup>1</sup>.

The following tips will help with test anxiety on exam day:

- ❖ Sleep well the night before the exam.
- ❖ Consuming meals that can help you focus
- ❖ Gather all necessary things before leaving home
- ❖ Preparing by listening to soothing music
- ❖ Caffeine consumption should be limited<sup>2</sup>.

---

## **Review of literature**

**Kaushal** (2021) this study surveyed students in the 10th, 11th, and 12th grades in co-ed schools in Dehradun, Uttarakhand. There were hundreds of students chosen—50 boys and 50 girls. The findings revealed to both girls, and boys suffered from test anxiety, with a significant differentiation among the two. **Mishra** (2021) explores the study of test anxiety amongst secondary school students in “*Balangir municipality*”. In this study, descriptive and exploratory approaches were used. The study's sample size was 100 students. The researcher analyzed and interpreted the acquired data using mean, standard deviation, percentage, and the t test. The researcher found significant relationship between male and female pupils from Govt. & Private schools. **Fatima** (2022) the researcher conducted an exam fear study along with high school students in Hyderabad city to verify the level of examination anxiety among high school students. Using random sampling methods, total sample of 120 pupils was chosen. The study's findings exposed that male and female students experienced similar levels of exam anxiety.

## **Objectives:**

- ❖ To analyze the differences in exam anxiety along with male & female students
- ❖ To evaluate the exam anxiety of private and government school students.
- ❖ To analyze the relationship along with male and female students in exam anxiety.
- ❖ To examine the relationship between male & female students of different schools on the exam anxiety level.

## **Hypotheses:**

**H<sub>0</sub><sup>1</sup>**: “There is no significant difference between the mean scores of male and female students on the examination anxiety scale”.

**H<sub>0</sub><sup>2</sup>**: “There is no significant difference between the mean scores of students of different schools on the examination anxiety scale”.

**H<sub>0</sub><sup>3</sup>**: “There is no significant relationship between male and female students on the examination anxiety scale”.

**H<sub>0</sub><sup>4</sup>:** “There is no significant relationship between male and female students of different schools on the examination anxiety scale”.

**Methodology:**

- ❖ Present study is based on primary data.
- ❖ Current sample consisted of 11<sup>th</sup> class students from Puducherry’s government and private schools.
- ❖ The researcher chose approximately 100 male and female students.

**Tools:**

- ❖ The researcher used the following statistical techniques: “*Mean, Standard Deviation, t-test and Correlation*”.

**Results & Discussion:**

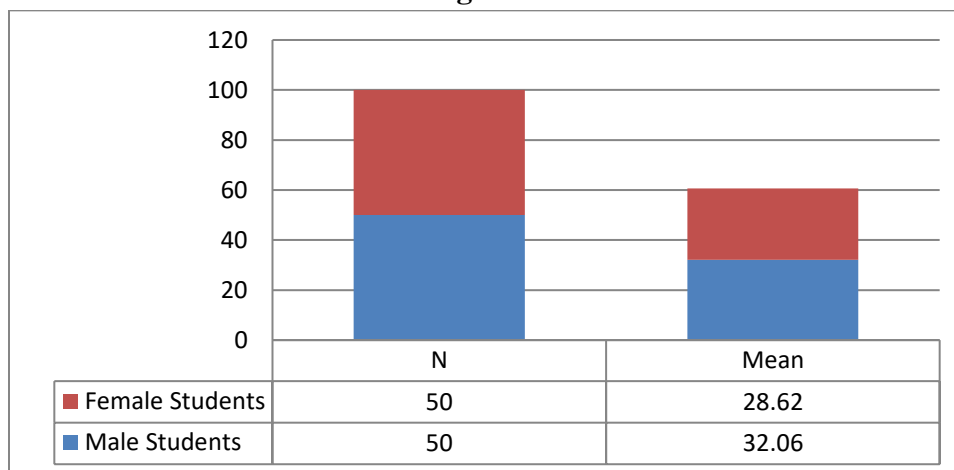
**Table 1  
Results of the Gender Comparison**

Gender	N	Mean	Std. Deviation	t-value	Sig.
Male Students	50	32.06	2.36	7.43	.000
Female Students	50	28.62	2.35		

*Source: Primary Data*

Table 1 shows that male and female t-value is 7.43, which is highly significant at the 1% level. Therefore, **H<sub>0</sub><sup>1</sup>:** “*There is no significant difference between the mean scores of male and female students on the examination anxiety scale*” is accepted. Further, the mean measurement of exam nervousness for male is 32.06 and for female are 28.62. Thus, the exam anxiety of 11<sup>th</sup> class male is higher than that of female students.

**Figure A**



*Source: Primary Data*

The above figure A shows the comparison of means with respect to gender.

The correlation analysis shows that the relationship between male & female students (0.486) is positively highly significant at 1% level. Hence,  $H_0^3$ : “There is no significant relationship between male and female students on the examination anxiety scale” is accepted.

**Table 2**

***Correlation Analysis Results For Male and Female Students on Exam Anxiety***

		Male	Female
Male	Pearson Correlation	1	.486**
	Sig. (2-tailed)		.000
	No.	50	50
Female	Pearson Correlation	.486**	1
	Sig. (2-tailed)	.000	
	No.	50	50

**\*\*.** Correlation result is significant at the 0.01 level.

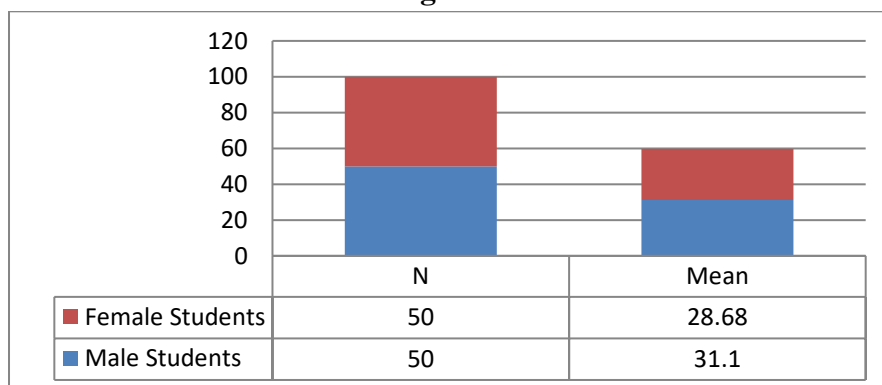
**Table 3**  
**The Mean Scores of Students from Different Schools**

Gender	N	Mean	Std. Deviation	t-value	Sig.
Male Students	50	31.10	2.27	5.05	.000
Female Students	50	28.68	3.85		

Source: Primary Data

Table 2 shows that t-value is 5.05, which is highly significant at the 1% level. Therefore,  $H_0^2$ : “There is no significant difference between the mean scores of students of different schools on the examination anxiety scale” is accepted. Further, the mean assessment of exam nervousness for male pupils is 31.10 and for female are 28.68. Hence, the exam anxiety of 11<sup>th</sup> class male pupils is higher than that of female pupils.

**Figure B**



Source: Primary Data

The above figure B shows the comparison of means with respect to types of schools.

**Table 4**  
**Correlation Analysis Results For Male and Female Students of Different Schools on the Exam Anxiety**

		Male	Female
Male	Pearson Correlation	1	.104
	Sig. (2-tailed)		.472
	No.	50	50
Female	Pearson Correlation	.104	1
	Sig. (2-tailed)	.472	
	No.	50	50

Source: Primary Data

Table 4 reveals that the relationship between male & female students is (0.472) insignificant for different schools on examination anxiety. Therefore,  $H_0^4$ : “There is no significant relationship between male and female students of different schools on the examination anxiety scale”.

### **Findings:**

- ❖ The finding of table 1 showed the mean assessment of exam anxiety for male pupils is 32.06 and for female pupils are 28.62.
- ❖ The finding of table 2 showed the mean assessment of exam anxiety for male students is 31.10 and for female students are 28.68.
- ❖ Table 3 shows that the relationship between male and female pupils is highly significant at the 1% level.
- ❖ Table 4 shows that the relationship among male and female students in different schools on exam anxiety is insignificant.

### **Conclusion**

This study focused on the examination anxiety of 11th class students in private and government schools in Puducherry. This study is based on the primary data accumulated through a Google Form from the 11<sup>th</sup> class male and female students. The present study calculated the *mean*, & *standard deviation*. The findings of the study showed that in tables 1 and 2, male students are greater than the female students in examination anxiety. Further, the study proved that  $H_0^1$  and  $H_0^2$  are accepted. Correlation results show that  $H_0^3$  is significant in the relationship status of 1% male and female students and  $H_0^4$  is insignificant among male and female students in different schools.

### **Limitation and Scope of the study:**

- ❖ This study investigates the examination anxiety among 11th class students at Puducherry.
- ❖ The study used primary data collected through a Google Form from 100 students.
- ❖ The period of the study is 2022.
- ❖ The present study used the mean, standard deviation, and paired sample t test.



---

## References

- Sharma, S., and A. Sud. 1990. Examination Stress and Test Anxiety: A Cross-cultural perspective, *Psychology and Developing Societies* 2:183- 220.
- Hong, E. 1999. Test anxiety, perceived test difficulty, and test performance: Temporal patterns of their effects. *Learning and Individual Differences* 77(4):431-47.
- Clark-Bland and Iris. 2004. A study on the effects of teaching mathematics strategies and keeping mathematics. *International journals to reduce mathematics anxiety* 63(5).
- Salend SJ. "Teaching students not to sweat the test". *Phi Delta Kappan* 93.6 (2012): 20-2
- Community Dentistry and Oral Epidemiology 35.5 (2004): 357-363.
- Mohamad Mohamadia , Zahra Alishahib , Nooshin Soleimanic. 2014. A Study on Test Anxiety and Its Relationship to Test Score and Self-actualization of Academic EFL Students in Iran. *Procedia - Social and Behavioral Sciences* 98:1156 – 64.
- Mishra, S., & Panda, D. K. (2021). A study on examination anxiety among secondary school students of balangir municipality. *International Journal of Multidisciplinary Education Research* 10(3), 1-5.
- Kausal, V., & Tewari, S. (2021). A study on anxiety among School Students during exams. *The International Journal of Indian Psychology* 9(1), 788-99.
- Fatima, A. (2022). A study on examination anxiety among secondary school students. *Journal of Emerging Technologies and Innovative Research* 9(10), 499-509.

## Websites

<sup>1</sup><https://learningcenter.unc.edu/tips-and-tools/tackling-test-anxiety/#:~:text=Test%20anxiety%20is%20a%20combination,to%20perform%20well%20on%20tests>.

<sup>2</sup><https://www.medicalnewstoday.com/articles/test-anxiety-tips#causes>