
A Study of Examination Anxiety of B.Ed. Students Studying In Government and Private Teacher Training Colleges of Allahabad

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ABSTRACT:

The present study titled "A study of examination anxiety of B.Ed. students studying in Government and private teacher training Colleges of Allahabad". This study comes under a descriptive survey. Two hundred B.Ed. students (100 from government teacher training colleges and 100 from private colleges) are selected randomly as the sample of the study. Comprehensive Anxiety Test by Bhardwaj, Sharma and Bhargava has been used to collect the data. Important findings of the study are as: Level of examination anxiety of B.Ed. students studying in Government and private teacher training colleges of Allahabad before examination and during the examination is different. There is significant difference in examination anxiety of B.Ed. students studying in government teacher training colleges of Allahabad during and before examination. There is significant difference in examination anxiety of B.Ed. students studying in private teacher training colleges of Allahabad during and before examination

INTRODUCTION:

Tests and examinations at all stages of education, especially at higher education level have been considered an important and powerful tool for decision making in our competitive society, with people of all ages being evaluated with respect to their achievement, skills and abilities. Eminent scholars have the opinion that "the era in which we live is a test-conscious age in which the lives of many people are not only greatly influenced, but are also determined by their test performance". Test and examination stress is thought to prevent some individuals from reaching their academic potential. It has been found that students consistently perceive examination as a source of increase in anxiety and a situation engulfed with uncertainty/unfairness in letting them demonstrate their true achievements (Spielberger, 1985). Such feelings among students' limit their potential performance during the test situation, resulting in higher test anxiety directly causing drop in the student achievement. Therefore, it can be seen as a measurement error towards measuring student achievement as tests are not meant to measure student achievement under intimidating situation but to know their level of achievement in an environment fair enough to let them demonstrate their abilities to the fullest. The researchers have suggested various means to minimize test anxiety with managing external factors like environment of examination hall; behaviour of examiners etc. internal factors like organization of questions in a test, sufficient description of the context, clarity in instruction for students etc. Despite these measures to minimize test anxiety it is generally

agreed that it has become most upsetting and a disruptive factor for students. There are number of researches reporting text anxiety as one of the major cause for students' underachievement and low performances at different levels of their educational life and has been shown to affect students' ability to profit from instruction. It is worth discussing some studies showing the statistically significant inverse relationship between test anxiety and students' achievement since long time. Spielberger (1972) discussed that high test anxiety is considered as one of the main factor for low performance of students at university level. A study conducted by Spielberger (1966) to explore the effects of test anxiety on student achievement of grade 11 students, revealed that anxiety and achievement are related to each other. Kahn and Lawrence. (2009) conducted a study on a purposively selected sample of 187 undergraduate students to explore the relationship between test anxiety and academic achievement and found that students with academic achievement have low test anxiety scores and vice versa. McNemar and Quim. (1969) conducted a research study to explore the relationship between test anxiety and academic performance. They collected data from a large sample of graduate and undergraduate students and found a significant and negative relationship between test anxiety and academic achievement.

Heinrich (1979).investigated the effects of students' test anxiety and teacher's evaluation practices on students' achievement and motivation at post the secondary level. He found statistically significant results which revealed that all students, especially students with high anxiety level, performed poorly and were less motivated to learn. Thus he concluded that that when students who are particularly test-anxious are exposed to a highly evaluative assessment environment in their educational institution, they perform poorly and are less motivated to perform. Chaudhary (1971) conducted a study to explore how test anxiety affects students' performance levels in the sciences, especially in Physics, and concluded that "low test-anxious students performed better than high test-anxious students on both numerical and non-numerical tasks in Physics". On the other hand, Sawhney (1993) by relating this phenomenon to classroom instruction, the researchers further discussed "how high test- anxious students were unable to benefit directly from organized instruction, which ultimately affected their performance in class".

Several researchers explored gender differences with respect to test anxiety and found that females have higher levels of overall test anxiety than males (Balasubriamianiam (1993), Barnes & Benjamin. (2005)) explained "that one explanation for differences in test anxiety on the basis of students' gender is that males and females feel same levels of test worry, but females have higher levels of emotionality". Many researchers concluded that difference in test anxiety scores of male and female is due to gender difference in scholastic ability. It is quite evident from the arguments given above and results of the studies reported that text anxiety affects achievement along with other variables such as motivation to learn, ability to benefit from formal instruction and gender. These diversifications of effects of text anxiety lead researchers to think of text anxiety as at least bi-dimensional construct with affective and cognitive components. The affective dimension (emotionality) refers to behavioural or physical reactions to testing situations, such as fear, nervousness, and physical discomfort. This high level of emotionality is evident through physiological responses experienced during evaluative situations. The

cognitive dimension (worry) refers to cognitive concerns about performance, such as worry about the testing situation or negative performance expectations (Martens & Gill (1976) Morris, McCombs & Marzano, (1990); Mattar (1981)). It is the cognitive aspect of test anxiety which has been significantly accounted for declines in academic achievement of adolescents and postsecondary students.

School and examinations are an inevitable aspect of most children's lives in today's world in which academic stress and test anxiety are ubiquitous problems (Devi, Sarita. & Mayuri, (2003); McIlroy Deva, (1975)). Because of the detrimental effects of test anxiety such as poor academic performance and achievement, this construct will continue to be researched by researchers and professionals who work with children and youth. Understanding the relationship among some contributing factors like study habits, achievement motivation, test anxiety, and also prediction of academic success in a different culture may contribute to the international knowledge base in this field.

OBJECTIVES OF THE STUDY:

1. To find out level of examination anxiety of B.Ed. students studying in Government and private teacher training colleges of Allahabad (before examination)
2. To find out level of examination anxiety of B.Ed. students studying in Government and private teacher training colleges of Allahabad (after examination)
3. To compare the level of examination anxiety of B.Ed. students studying in Government and private teacher training colleges of Allahabad

HYPOTHESIS OF THE STUDY:

There will be significant difference in the level of examination anxiety of B.Ed. students studying in Government and private teacher training colleges of Allahabad

RESEARCH METHOD:

Descriptive survey method has been used in the present study.

Population sample and sampling technique:

All the B.Ed. students studying in teacher training colleges of Allahabad have taken as the population or universe of the study. 200 (100 B.Ed. students from government teacher training colleges and 100 from private colleges) are selected randomly from the universe. Stratified random sampling technique has been employed in the study to select the sample.

Tools used:

Comprehensive Anxiety Test (CAT, 1992) by Dr. R.L. Bhardwaj, Dr. H. Sharma and Dr. M. Bhargava

DATA ANALYSIS AND RESULT DISCUSSION:

Objective 1: To find out level of examination anxiety of B.Ed. students studying in Government and private teacher training colleges of Allahabad (before examination)

The first objective of the study was to find out the level of examination anxiety of B.Ed. students studying in Government and private teacher training colleges of Allahabad. In order to find out whether here exists any significant difference the level of examination anxiety of B.Ed. students studying in Government and private teacher training colleges of Allahabad, descriptive analysis frequency count and percentage are computed and the results of analysis are shown in the table 1.

Table 1: Showing Description of level of examination anxiety of B.Ed. students studying in Government and private teacher training colleges of Allahabad (N = 100)

Level of Examination Anxiety	Government	Private	Total
	In %	In %	In %
Very High or Saturated (80+)	12.24	14.9	13.60
High (70)	15.10	16.08	15.60
Average (Normal) (40-50)	56.73	49.80	53.20
Low (16-30)	12.65	12.55	12.6
Very Low (up to 15)	3.27	6.67	5.00
Total	100.0	100.0	100.0

BEFORE EXAMINATION:

Observation of the table 1 shows that level of examination anxiety of B.Ed. students studying in government and private teacher training colleges are analyzed on five category viz; Very High or Saturated, High, Average (Normal), Low and Very Low. Analysis of data indicates that 12.24% B.Ed. students were studying in government teacher training colleges and 14.9% B.Ed. students studying in private teacher training colleges falls under very high or saturated anxiety, 15.10% B.Ed. students studying in government teacher training colleges and 16.08% B.Ed. students studying in private teacher training colleges falls under high anxiety, 56.73% B.Ed. students studying in government teacher training colleges and 49.80% B.Ed. students studying in private teacher training colleges falls under average or normal anxiety, 12.65% B.Ed. students studying in government teacher training colleges and 12.55% B.Ed. students studying in private teacher training colleges falls under low anxiety and 3.27% B.Ed. students studying in government teacher training colleges and 6.67% B.Ed. students studying in private teacher training colleges falls under very low anxiety. Overall all the teachers' trainees studying in teacher training colleges of Allahabad are: 13.60% Very High or Saturated, 15.60% High, 53.20% Average (Normal), 12.60% Low and 5.00% possesses Very Low examination anxiety before examination.

Objective 2: To find out level of examination anxiety of B.Ed. students studying in Government and private teacher training colleges of Allahabad (after examination)

The second objective of the study was to find out the level of examination anxiety of B.Ed. students studying in Government and private teacher training colleges of Allahabad. In order to find out whether here exists any significant difference the level of examination

anxiety of B.Ed. students studying in Government and private teacher training colleges of Allahabad, descriptive analysis frequency count and percentage are computed and the results of analysis are shown in the table 2.

Table 2: Showing Description of level of examination anxiety of B.Ed. students studying in Government and private teacher training colleges of Allahabad (N = 100)

Level of Examination Anxiety	Government	Private	Total
	%	%	%
Very High or Saturated (80+)	20.0	18.82	13.40
High (70)	22.04	23.92	23.00
Average (Normal) (40-50)	40.41	29.41	34.80
Low (16-30)	09.80	16.47	13.20
Very Low (up to 15)	07.76	11.37	09.60
Total	100.0	100.0	100.0

DURING EXAMINATION:

Observation of the table 2 shows that level of examination anxiety of B.Ed. students studying in government and private teacher training colleges are analyzed on five category viz; Very High or Saturated, High, Average (Normal), Low and Very Low. Observation of the table concluded that Analysis of data indicates that 20.0% B.Ed. students were studying in government teacher training colleges and 18.82% B.Ed. students studying in private teacher training colleges falls under very high or saturated anxiety, 22.04% B.Ed. students studying in government teacher training colleges and 23.92% B.Ed. students studying in private teacher training colleges falls under high anxiety, 40.41% B.Ed. students studying in government teacher training colleges and 29.41% B.Ed. students studying in private teacher training colleges falls under average or normal anxiety, 09.80% B.Ed. students studying in government teacher training colleges and 16.47% B.Ed. students studying in private teacher training colleges falls under low anxiety and 07.76% B.Ed. students studying in government teacher training colleges and 11.37% B.Ed. students studying in private teacher training colleges falls under very low anxiety. Overall all the teachers' trainees studying in teacher training colleges of Allahabad are: 13.40% Very High or Saturated, 23.00% High, 34.80% Average (Normal), 13.20% Low and 09.60% possesses Very Low examination anxiety during examination.

Objective 3: Comparison of examination anxiety of B.Ed. students studying in Government and private teacher training colleges of Allahabad (before and during examination)

Table 3: Showing mean, SD and t- value of examination anxiety of B.Ed. students studying in Government and private teacher training colleges of Allahabad

Teacher training colleges	Examination anxiety	M	SD	t-value
Government (N=100)	Before Examination	67.23	13.49	1.99*
	During Examination	63.46	12.76	

Private (N=100)	Before Examination	76.28	15.31	2.83**
	During Examination	72.56	14.29	

Observation of the table 3 shows that mean and SD of examination anxiety scores of Government teacher training colleges before and during the examinations are 67.23 & 13.49; 63.46 & 12.76 and calculated t-value is 1.99. This value of t is greater than the table value at .05 level of significance. This means there is significant difference in examination anxiety of B.Ed. students studying in government teacher training colleges of Allahabad during and before examination. It is also observed that mean and SD of examination anxiety scores of B.Ed. students studying in private teacher training colleges before and during the examinations are 76.28 & 15.31; 72.56 & 14.29 and calculated t-value is 2.83. This value of t is greater than the table value at .01 level of significance. This means there is significant difference in examination anxiety of B.Ed. students studying in private teacher training colleges of Allahabad during and before examination.

RESULTS:

1. Level of examination anxiety of B.Ed. students studying in Government and private teacher training colleges of Allahabad before examination and during the examination is different.
2. There is significant difference in examination anxiety of B.Ed. students studying in government teacher training colleges of Allahabad during and before examination
3. There is significant difference in examination anxiety of B.Ed. students studying in private teacher training colleges of Allahabad during and before examination.

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