Chapter 1

INTRODUCTION AND METHODOLOGY

1.1 INTRODUCTION

Ever since the emergence of the human species, the homosapiense fear has been the most abiding spirit that has permeated through all his actions and behaviour. The reason is quite obvious. Man, when found he in the midst of a vast array of hostile forces both biological (e.g. animals of superior might) and physical (e.g. unscaled mountains and unfathened oceans) was naturally struck with fight, mixed with awe. This genetical trait is an integral part of man’s acquired biological characteristic that follows him to his grave. All the same, it should be admitted that man is engaged in a ceaseless fight against this debilitating propensity and has gained considerable success in every way of life. He has almost conquered the physical world, but the psyche and emotional fields pose a tough challenge even now. Of all the well marked milestones in a man’s life, adolescence is the hardest nut to crack as it marks a period of the transition engendering confusion and make believe.

1.1.1 Adolescence

Adolescence, the transitional stage of development between childhood and adulthood, represents the period of time during which a person experiences a variety of biological changes and encounters a number of emotional issues. The period which is considered to be part of adolescence varies from culture to culture, and ranges from preteens to nineteen. According to the World Health Organization (WHO), adolescence covers the period of life between 10 and 20 years of age.
Adolescence is often divided by psychologists into three distinct phases: early, mid and late adolescence.

1.1.2 Statement of the Problem

Adolescence is a period of turbulence and they are normally confronting a series of emotional and physical problems. Exam anxiety is one of such grave problems. This adversely affects their self-confidence and they are unable to do their best in the exams. All categories of adolescents are experiencing this problem to some extent. However, its magnitude varies from individual to individual however the researcher believes that the problem of exam anxiety among adolescents can be considerably mitigated and to keep the problem at bay if adolescents having exam anxiety can be exposed to counselling at periodic intervals by an experienced and professionally qualified counsellor. It enables them to utilize their full potential and to come out with flying colours in their exams. The researcher presumes that the problem of exam anxiety is more among those adolescents hailing from the rural and backward areas and also those belonging to the marginalized sections of the society. This emboldens the researcher to undertake this probe.

Adolescence is considered as the most important period in the life span of an individual. They are experiencing many physical and psychological problems in this period. Adolescents are more prone to quarrels and impulsivity. It is also considered as an emotionally unstable period. So, a helping hand is needed for the pupils to ventilate their problems.

The problems of adolescents are increasing day by day, because of the changing family situations from joint family to nuclear family they are not able to express their feelings. These suppressed feelings may cause the problem more badly. The maladaptive behavior patterns of the children may be due to family disputes, substance abuse, peer group pressure, infatuations towards other sex, physical and psychological changes and
learning disability etc. Here comes the role of a school counselor because the child spent most of his time in school than his family members. A good counselor can find out the exact problems of pupils and there by leads them to a successful life.

The physical and psychological development creates a kind of tension in the mind of the adolescent. So s/he feels dissatisfaction and indifference quite frequently without any apparent reason which the elders fail to understand. The adolescent grow very sentimental, because s/he has not yet developed mature ideas, outlooks and attitudes about things.\(^1\)

Teenagers are very often susceptible to emotional distress due to exam anxiety. Teenage is a period of emotional instability, being the transition period from childhood to adulthood. It is of great importance as we know a man could be physically fit only if he is mentally fit. It is also important because only a mentally healthy person can create healthy environment in our society.

Even now in the post modern era, in India, the Government, voluntary organizations, religious workers, teachers and parents are not giving high importance to the professional school counsellors. This is not correct. Hence, the researcher analyzes the significance of school counseling and prompted him to undertake a comprehensive research study on this subject.

1.1.3 Objectives of the study

1. To study the socio-demographic profile of the respondents;
2. To find out the examination anxiety level among the adolescents;

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3. To analyze the effectiveness of the school counseling on examination anxiety level among adolescents.
1.1.4 Hypotheses

1. There will be no significant difference between sex and examination anxiety among adolescents.

2. There will be no significant difference between living area and examination anxiety among adolescents.

3. There will be no significant difference between Class and examination anxiety among adolescents.

4. There will be no significant difference between religion of the students and examination anxiety among adolescents.

5. There will be no significant difference between family income and examination anxiety among adolescents.

6. There will be no significant difference between father’s job and examination anxiety among adolescents.

7. There will be no significant difference between occupation of mother and examination anxiety among adolescents.

1.2 METHODOLOGY

1.2.1 Research Design

The Before-After Experimental Research Design

Experimental research design where 160 regular school going students between the ages 13 to 17 were chosen as experimental group and another 160 students in the same age group having similar socio economic backgrounds were chosen as control group. Care was taken to ensure that those children having high exam anxiety were chosen in the both experimental and control group so chosen for the detail studies.
The experimental group is subjected to regular counseling for a period of one year which includes both personal as well as group counseling with the help of qualified and trained counselors. The control group is not given any such counseling assistance. The exam anxiety score of the experimental group were measured before and after giving professional counseling for a continued period of one year. Similarly the test anxiety score of the control group was also ascertained.

Then a comparison of the both groups were systematically carried out in order to ascertain or analyze whether any significant association between counseling in overcoming exam anxiety among adolescents. It may be noted that the test score of the experimental group before and after giving counseling will also be quantitatively measured so as to ascertain the impact of counseling in controlling exam anxiety among adolescent school students.

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\text{Effects on Experimental Group (D}_1\text{)} = X_1 - X
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\text{Effects on Control Group (D}_2\text{)} = Y_1 - Y
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\text{Net Effects} = D_2 - D_1
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1.2.2 Universe / Population

All the adolescents studying in various schools in Pathanamthitta district constitute the population for the research.

1.2.3 Sample Design

For selecting the sample for the study, convenient sampling technique was used. Accordingly, out of 43 High schools in Pathanamthitta District four schools were conveniently chosen. Ease of access was the main criterion in selecting these schools. These schools include one Government, one Aided, one CBSE and an unaided school.

The Government and one CBSE were selected as experimental group and those pupils studying in the aided and unaided school were taken as control group. From each one of the two experimental groups 20 children from each class were selected. This means 20 children from 8\textsuperscript{th}, 9\textsuperscript{th}, 10\textsuperscript{th} and +2 standards were picked up. Thus there will be 80 students from each school. Thus the total sample size for the detailed study will be 320 students.

The experimental group children were continuously exposed to professional counseling with the help of professionally trained counselors. Such counseling with the help of professionally trained counselors will be given at periodic intervals. This includes both personal and group counseling. Besides, their parents also were given professional counseling. Exam anxiety test was administered at the commencement of the counseling and at the close of the respective academic year just prior to the final examination.

1.2.4 Tools of Data Collection

Questionnaire was used for the data collection. It is divided in to two as socio- Demographic Profile and Self Made Test Anxiety Scale.
1. Socio-Demographic Profile.

The first part consists of personal data of the respondents which include name, age, sex, class, religion, living area, type of family, monthly income, number of siblings, occupation of the parent etc.

2. Self Made Test Anxiety Scale

The second part consists of the self made Test Anxiety Scale was used. It is a five point scale and it consists of 25 statements. The scoring of the question was 0, 1,2,3,4. The maximum score is 100 and minimum score is 0. Based on the total score respondents were divided into five 0-100

1.2.5 Self Made Intervention Model for Exam Anxiety Management

In order to overcome the exam anxiety, the researcher has developed a creative model of eight modules for mitigating and overcoming the test anxiety among teenagers with the help of experts and books which is used in the group counselling and in individual counselling.

The modules and its details are under:

1.2.5.1 MODULE 1

EXPLORATORY (RAPPORT BUILDING) SESSION

The researcher introduced himself in a simple manner. He asked the group whether there was anybody who wished to sing. If somebody came forward it was well and good, else the group was asked to sing any simple song. Thereafter for 5-7 minutes the group was asked to interact with all participants. After the interactive session, two or three participants" were asked to call out the names of the group members.

When one's name was called out the group had to attribute one or two positive qualities to that person. When every one was given an attribute, the group entered into the II phase of the first session. This phase is known as know thyself. Each participant was asked to write 3 or 4
sentences about their family members, their relatives, their previous school and previous achievements and something about themselves. 10 to 15 minutes were given to write this.

Then the researcher put them in pairs and asked them to share what is written to the other person. After the sharing, the researcher appreciated their good will and collected the written material. The first session ended with giving them more positive strokes, the group members reported that the sharing session was so helpful to know others better.

1.2.5.2 MODULE 2

INDIVIDUAL / GROUP ASSESSMENT

The session again started with a rapport and group interaction. After 5 minutes of interaction, the researcher challenged the group to have a spontaneous speech. Somebody from among the groups came forward and made a speech. The researcher appreciated it and led the participants to look at their talents and qualities. Each participant was asked to mention 3-5 qualities they had. After each person finished, the whole group appreciated it with loud applause. After this, they were asked to think about their weakness and defects, which they wrote on a paper.

In the same way the participants were asked to note down their opportunities or facilities available and possible threats which might cause in the way of their self-fulfilment. Again the group was put in pairs and as asked to share each one's strengths, weaknesses, opportunities and threats.

At the end of this session the researcher gave a general evaluation of what the participants had written in the last session. He then asked the subjects to give the feedback of the present session. Almost all subjects liked it saying that it was a "personal enlightenment". The researcher appreciated their co-operation and participation and sent them off.
We have adopted a management strategy in the intervention programme; it is a kind of environmental analysis. The environment in which an individual exists influences the individual in many ways. The environment can be broadly divided into two parts: the external and the internal environment. An appraisal of the environment is very helpful for an individual's holistic development.

The external environment includes all the factors outside the individual, which provide the opportunities or threats to the individual. The internal environment refers to all the factors within the individual which impart strengths or (cause) weaknesses. Strength is an inherent capacity which an individual can use to face his challenges in life. An example of strength is that one's efficient communication skills can be used as a tool for his/her interpersonal relationships. A Weakness is an inherent limitation or constraint, which creates a disadvantage to the individual.

For example unfavourable family background of the individual may become as a hindrance to the better adjustment of the individual. An Opportunity is a favourable condition in the environment, which enables the individual to consolidate and strengthen his personality. A Threat is an unfavourable condition, which creates a risk for or causes damage to the individual's growth.

An understanding of the external environment in terms of the opportunities and threats and the internal environment in terms of the strengths and weaknesses is crucial for the existence, growth and development of one's personality. A systematic approach to understanding oneself may be the SWOT - Strength, Weaknesses, Opportunities and Threats - Analysis. Through such an analysis the strengths and weaknesses existing within an individual can be brought into the awareness so that an effective strategy can be formulated. With this effective strategy one can
capitalize the opportunities through the use of strengths and neutralizes the threats by minimizing the impact of weaknesses.

Therefore, finally, the groups were asked to write the four components in separate lists. A short period of time was given to reflect over each factor they wrote and what they could do with it. In a way it helped them to realize some of their potentials and disabilities. All the participants had worked out some strategies to face or deduce the disabilities. This treatment had helped them to have better self-concept.

1.2.5.3 MODULE 3

GENERAL STUDY METHODS

For the intervention, the study skills used were taken from various sources. Concentration basics and organisational skills, time management, improving memory by making it physical and cognitive, increasing comprehension by using PGRST, improving examination performance and note taking skills were the various techniques discussed during the intervention.

Concentration Basics

*To have better concentration we should have a better*

1. Study environment
2. Structure for study sessions.

1. *Study environment: There are three variables that make certain environment more conducive to study than others*

   a. Distraction free environment
   b. Conditions in which you spend time to study
   c. Materials used
Actually, we take less time or accomplish any work if the environment is not destructive, because we are able to stay focused in that environment more easily. Since the physical conditions of the place we study, affect the performance, it is important to make sure that everything one needs for a particular study session present when he/she begins the study.

2. **Structure of study sessions: In order to develop structured study session students should**

1. Develop realistic goals for the study sessions, setting and achieving goals leads to a sense of accomplishment which in turn motivates the person to do more

2. Decide the order in which one has to complete tasks

3. Plan a reward, as planning to reward oneself when they finish the decided study session, can be very effective for accomplishing the task they need to do.

**Organisational Skills:**

*There are two main aspects of organisational skills:*

1. Learn main ideas first, then details

2. Make the information relevant

**Time Management**

The most important aspect of study skills is time management. One can achieve better time management with the following guidelines:

1. Acknowledge the value of study schedule. A schedule saves time. It makes sure of doing the right thing at the right time and not fitting
from one task to another aimlessly. A well planned schedule will provide ample time for activities other than study.

2. Preparation of study schedule.
Consider the following aspects for the preparation.

1. One’s interest, abilities, availability of time and behaviour pattern
2. Opt for a standard time table that suits the person concerned
3. Break down the daily activities and allot time for classes, assignments, activities and play etc, proportionally
4. Consider the most important activity
5. Prepare a chart of study and list the number of subjects one has to study on each day
6. Arrange the subjects, in order of difficulty
   a) Least difficult
   b) More difficult
   c) Even more difficult
   d) Most difficult
7. Divide the time for each day allotting definite period of study for each subject.

Executing of the study schedule

1. Keep the time table in the positions where the person can readily see it
2. Study in a regular place and at a regular time
3. Do not overdo things, be realistic
4. Keep to the schedule and begin the work on time
5. Test the time table for a week and revise if necessary

Comprehension

Using PQRST or (SQ3R) method textbook reading comprehension was increased.

1. Improve memory by making it physical

   It has been said that people remember 90 per cent of what they do, 75 per cent of what they see and 20 per cent of what they hear.

   a. Use body and senses to build memory
   b. Relax
   c. Use visualization

2. Improve memory by making it cognitive

   Store the material in long term memory. It requires time, energy, understanding and reception.

   a. Over learn the material
   b. Develop a positive attitude towards learning
   c. Practice a multiple time regularly
   d. Plan review time regularly
   e. Brainstorm
   f. Use of mnemonics (artificial short ways)
3. **PQRST AND SQ3R** - A specially designed programme by the researcher.

PQRST a very effective study technique which consisted of the following steps:

**P** Preview

Rapidly skim the selection to be read. The reader should not move on until the generalization or theory of the passage has been identified.

**Q** = QUESTION: Raise questions for study purposes.

**Read** = With questions in mind, read the selection and answer the questions. Sometimes experiments need to be done before the questions CM) he answered.

**S** = SUMMARIZE

Organize and summarize the information gathered through reading. Group relevant facts and summarize answers to each question. This step is best done in writing.

T = Task

Go back to the reading selection and check the summary statement for accuracy. Can the generalization or theory identified in the first step be supported through the answers and summaries?

**1.2.5.4 MODULE 4**

**SURVEY, QUESTION, READ, RECITE, REVIEW (SQ3R)**

The students were also trained on SQ3R as follows:

**S** = SURVEY
Determine the structure or organization of the chapter.

a. Think about the title. Guess what will be included in the chapter.

b. Read the introduction. The main ideas will help you understand or make sense of the details.

c. Read the main-headings (boldface type). Here are the main ideas.

d. Read the summary. Here is the relationship among the main ideas.

Read the questions at the end of the chapter. These will help you to identify important parts of the chapter.

**Q=QUESTION**

Turn each heading and subheading into a question. Especially while you are practicing this technique, write the questions down. This gives you a focal point for crystallizing a series of ideas (the answer). Take one section at a time. Keep answers brief. Use your own words.

**3 R**

**R1=READ**

Read only that section, looking for the answers to your questions. Move quickly. Sort out ideas and evaluate them. If content does not relate to the question, give it only a glance. Read selectively.

**R2=RECITE**

Answer the question in your own words, not the author's. Write the answer using only key words and listings that are needed to recall the entire idea. Follow the above technique for each section of the chapter.
R3=REVIEW

Increase retention and cut cramming time by 90% by means of immediate and delayed review. See review notes under the heading "Taking Lecture Notes." Try a variety of methods, such as: 3x5 cards, oral recitation and study groups.

1.2.5.5 MODULE 5

Exam Anxiety Management Techniques

Take a deep breath. Take a deep breath and hold it for three seconds. Exhale audibly all at once and let your head, jaw and shoulders drop. Breathe easy 'into' your neck, jaw and shoulders and breathe again into the relaxed state. Repeat cycle once or twice. Total tension release - tense your whole body one part at a time. Lift your toes and tense both calves. Tense your thighs and buttocks. Tighten your abdomen. Tense your chest and back. Tighten your arms and clench your fists. Tense your neck and clench your jaw. Tightly close your eyes. Take a deep breath and hold it for five seconds. Let it go at once. Notice the tension leaving your body. Focus on your feet and legs. Imagine them becoming warmer and warmer. Imagine them becoming heavier and heavier. Imagine them becoming warmer. Imagine them becoming heavier. Carry on focusing on your feet and legs imagine the tension in the rest of your body flowing downward into your feet and legs making them heavier and warmer.

Emphasize exhalation in your breathing. Breathe your tensions away. Focus on your feet and legs. Draw all tensions into your breath. Exhale through your mouth. Expel those tensions away from your body. Focus on your abdomen. Repeat the cycle. Focus on your chest and back. Repeat the cycle. Focus on your arms and hands. Repeat the cycle. Focus on your shoulders, neck, jaw and face. Repeat the cycle. Focus on your
total body tension. Repeat the cycle. Focus on the inner screen of your mind's eye. Imagine your ideal safe, relaxing place. In your mind, send yourself there for 15 to 30 seconds

   Breathe easily and enjoy the relaxation. Close your eyes. Go there anytime you need a quick relaxing break. Focus on the tip of your nostrils. Notice the air only at that point. Cool going in and warm going out. Notice the sensation of the contact of air against your skin. Notice if your breath is fast or slow; deep or shallow; rough or smooth and easy. Smile! Really feel that smile spread throughout your body. Take a deep breath and exhale through your mouth.

   When we become anxious we begin to have negative thoughts (I can’t answer anything, I am going to panic etc.). If this is happening, halt the spiraling thoughts by mentally shouting ‘STOP’. Or picture a road STOP sign or traffic lights on red. Once you have literally stopped the thoughts, you can continue planning. Or practice a relaxation technique.

   Pain effectively overrides all other thoughts and impulses. Even very mild pain-such as lightly pressing your finger nails into your palm-can block feelings of anxiety. Some people find it helpful to place an elastic band around one wrist and lightly twang it when they are becoming anxious.

   Derived from meditation, a mantra is a word or phrase which you repeat to yourself. Saying something like ‘calm’ or ‘relax’ under your breath or in your head, over and over again, can help defuse anxiety

   Looking out of the window, noticing the number of people with different color of dresses counting the number of desks in each row all help to distract your attention from anxious thoughts and keep your mind busy.
Mental games such as making words out of another word or title, using alphabetical lists etc are all good forms of distraction.

It can help to carry or wear something with positive associations with another person or place. Touching this bridging object can be comforting in its own right, then allow yourself a few minutes to think about the situation or person which makes you feel good. This can have a really calming effect.

In exam anxiety or panic we often give ourselves negative messages, ‘I can’t do this’, I am going to fail, I am useless etc. Try to consciously replace these with positive, encouraging thoughts: This is just anxiety, it can’t harm the teenagers. ‘Relax’ concentrate it’s going to be okay I am getting there, nearly over”.

1.2.5.6 MODULE 6

Exam Anxiety Management Technique

Before One Month of the Test

It is hard to panic if you are feeling relaxed. Try to establish a pattern of revision that gives you time to relax, especially the last thing at night. Experiment until you find the best way of relaxing to suit you –a long bath exercise, listening to music, a relaxation tape, etc. Relaxation and positive stress management technique can be learned and acquired with practice .Knowing how to relax is invaluable in the lead-up to exams, and on the day itself .If you think you are under performing in exams due to exam anxiety or panic, do think ahead and seek help.

It helps to feel as well prepared as possible. While thinking about the subjects you are revising, it can be useful to pay attention to practical aspects of the exam. Find out where it is scheduled to take place and how

2 www.brooks.ac.uk/students/services/health/exam.html
long it will it will take you to get there. It’s a good idea to go and look at the room or building so that it feels more familiar. Make sure you know the rules and regulations about what you can take to the exam room etc.

Put yourself in to a positive frame of mind by imagining how you would like things to go. Rather Like rehearsing for a part in a play, this can replace negative anxious thoughts with more positive ones. Don’t work to the last minute night or morning before the exam. Last –minute revision may leave you feeling muddled and anxious.3

Interrupt intrusive thoughts with these six techniques

1. Re-focus your attention: Deliberately and strongly re-focus your attention away from the inner thought back to the external exam task in front of you.

2. Reassuring the thought: Affirm strongly that you will be fine or assert that you will take care of things.

3. Attending to the thought: Focus your attention on the thought as though listening to a person speaking but allow no response and notice how the thought fades away in the light of your conscious focus.

4. Practicing "Thought-Stopping": Before the exam (if you are alone), say or shout "Stop!" at the thought and intend for it to go away. Otherwise, shout “Stop!” internally to yourself.

5. Visualization: Visualize a bubble around the thought and then shrink the bubble as small as you can. With your breath, imagine blowing the bubble into the furthest end of the universe. See and feel it disappearing and then re-focus externally on the exam task in front of you.

http://www.athabascau.ca/counselling/exam_anxiety.php
6. Deliberate distraction: Distract your attention from the thought by practicing the brief relaxation and breathing techniques.

Use the techniques just prior to the exam. Deliberately take short time-out breaks during the exam and use the techniques to reduce your stress. Apply the techniques just after the exam is over. Use the techniques before you go to sleep, especially the night before the exam.

1.2.5.7 MODULE 7

EFFECTIVE STUDYING ON EXAM HOLIDAYS

Don't cram the night before the exam: (too much material) + (too little time) = Exam Anxiety.

1. Scheduled Study:

Plan your studying with regularly scheduled study sessions about 50 minutes long separated by 5-10 minute breaks

2. Healthy lifestyle:

Overall resilience depends on one's physical and mental health, which can be strengthened by Enough movement and exercise, Balanced life (vs. over-stress), Positive thoughts/beliefs (vs. self-defeating thoughts/cynicism), Movement and exercise (vs. couch potato lifestyle), Health focus (vs. self-neglect), Replenishing nutrition (vs. junk food), Regular sleeps (vs. late night lifestyle)

3. Accurate information:

Check the course materials package when it arrives to make sure all books, guides, etc. are included. Read the course outline. Look at the Study

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4 www.brooks.ac.uk/students/services/health/exam.html
Schedule for suggested timelines for completing the course. Understand the instructor's grading procedure and if you don't understand. Check the course syllabus, where will the exam be held, what time does it start, how long will it last, will extra time be allowed, ask the tutor/instructor, is it an open-book exam or not, when will the marks be available, what materials can/should be brought to the exam and notes etc.

4. Exam-taking preparation:

   Practice on sample tests in the textbook or study guide, Ask for suggestions from your tutor/instructor, what to expect on the exam, what course materials should be emphasized, How to prioritize study time for this course.

5. Planning:

   Plan to rest well the night before the exam. Plan to arrive at the test location early to pick the seat of your choice; away from doors, windows and other distractions. Plan to monitor the time during the exam so wear a watch or sit where you can see the clock. Avoid drinking coffee the night before the exam and during the day of the exam. Also avoid Anxious or talkative students. Other people or things that may disturb your self-confidence, focus and relaxation.

6. Avoid irrational thinking:

   Thoughts like Negative, Irrational, Intrusive and Persistent Feelings. Use Thought Replacement techniques (e.g. I can do this, I will do my best, I can pass this test, I will focus only on the question in front of me.)

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5 http://examanxiety.blogspot.com/
6 http://www.swccd.edu/~asc/lrnglinks/test_anxiety.htm
1.2.5.8 MODULE 8

Exam Anxiety Management During the exam

Take a long breathe in and a long breath out. Breathe in again and straighten your back-as if someone were pulling a lever between your shoulder blades. Look straight ahead at something inanimate (the wall, a picture, the block) and focus your mind on the positive thought ‘I can do this exam’ as you breathe out. Take another deep breath in and a long breath out. Then breathe normally. You have 15 minutes to read the paper. If you begin to feel panicky again, repeat the focusing exercise. Panicking will stop you reading carefully.

So it is important to keep yourself focused and positive. Read the whole paper once, then read it again and mark the questions you think you can answer. Then read those questions carefully-make sure you understand what is required –and select the ones you are going to answer. Decide on the order in which you will answer the questions. It is usually best to begin with the one you feel most confident about. Think about how you will plan your time, and stick to your plan. Plan out your answer for each questions as you go. If you find that thoughts or ideas about other questions come in to your head, jot them down on a separate piece of paper- Don’t spend time thinking about them now.

1.2.5.9 Advantages of intervention programmes

In the changing social situation, children have to face many social, emotional, intellectual and physical difficulties. Most of the children are not getting a chance to reveal their problems to their parents and friends. Majority of the parents fail to pay attention in giving them moral and emotional support.
This makes them confused and it create difficulty in choosing good friends. Peer group is an important factor that influences the character formation of an adolescent.

Thus the intervention programme like school counselling is important. Children can ventilate their academic and personal problems with to a school counselor. The children can ventilate their academic and personal problems with to the school counselor. The counselor acts as a mediator between the school authority and parents in solving the problem of the child and creates a suitable environment for their entire development. Counselling intervention has been found effective in reducing examination anxiety among adolescents.7

**Conclusion of the Session**

The session concluded with the students taking down notes of the points discussed. The students were empowered and were convinced that this was the best method. They were also told to give a feedback of the experiences they were to undergo, in the next session.

**1.2.6 CONCEPTUAL DEFINITIONS**

**Examination Anxiety**

According to ‘Encyclopedia of Education’, examination anxiety is the behavioural pattern of the individual manifests in examination situation which is characterised by action indicating an irrational fear of inferior performance in examination situation.

**Adolescence**

Adolescence is defined as the stage in a person's life between childhood and adulthood. It is multi-dimensional transition involving

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gradual transformation or metamorphosis of the person as a child into a person as an adult.

### 1.2.7 OPERATIONAL DEFINITIONS

**School**

School is an institution which provides all levels of basic knowledge of different disciplines to pupils. It helping to the all round development of students.

**Adolescence**

Adolescence is a developmental period from the age of 13 to 17.

**Examination Anxiety**

During and before the examinations pupils experiencing tension, anxiety, over stress, irritation, or fear

**School counselor**

School counselor is a professionally qualified person who having MSW (Medical and Psychiatric social work) Degree or Degree in psychology or Counseling and who have the capacity to indentify the problems of students.

### 1.2.8 LIMITATIONS OF THE STUDY

1. The researcher was not able to select all the schools in Pathanamthitta District for the detailed study but only 4 schools were selected for the probe.

2. Only one school with school counselor was selected for the study.

3. Most of the parents were not ready to reveal the exact problems of their children.

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8 Kathryn Geldard and David Geldard, Counselling Adolescents, Sage Publications, California, 2004, pp. 3-4
4. Most of the teachers were not ready to reveal the problems of the students.

5. The study could not reach in to all the problems of adolescents. Only the important problems identified by the researcher were included in the study.

6. Most of the teachers and parents were not aware about the problems of children.

8. Most of the respondents couldn’t understand the problems explained in the questionnaire.

1.2.9 CHAPTERIZATION

The entire study is divided into six chapters. A brief outline of the different chapters is presented below. First chapter of this study consist of Introduction and methodology. The second chapter goes into detail the theoretical framework, i.e., the concepts of Adolescents, School Counseling, and Examination Anxiety. Third chapter explains the Review of Literature. The Fourth chapter consists of Analysis and Interpretation. The fifth chapter consists of the Main Findings. The sixth chapter consists of Suggestions and Conclusion.