Chapter 1

Statement of Problem and Definition of key words
Chapter-1

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Chapter 1

Statement of Problem and Definition of key words

1.1 Introduction:

Most of students are suffering from anxiety at some level during an examination. However, when anxiety affects examination performance it has become a problem. Examination anxiety is actually a type of performance anxiety—a feeling someone might have in a situation where performance really count or when pressure’s on to do well. Examination anxiety can bring a stomachache or headache. Some people might feel shaky, sweaty; feel their heart beating quickly as they wait for the test to be given out. A student with really strong test anxiety may even feel like he or she might pass out or throw up. Almost everyone feels nervous before an examination. Butterflies in stomach and worrying thoughts—“Will I be able to answer the questions?” “Have I done enough revisions?”—are indications of examination nerve. A certain amount of nervous tension probably helps one to perform to the best of his or her ability, helps to feel alert and focused but too much anxiety can BLOCK thoughts, create a negative frame of mind, lead to panic and potentially poor exam performance. How can one define examination anxiety? Examination anxiety is an excessive worry about upcoming exams and a fear of being evaluated. It is experienced by many normal students. It is not mysterious or difficult to understand. It is manageable by following a plan of helpful suggestions. It is also different from typical nervousness, because it is more intense, more disruptive, more disturbing. It is more potentially overwhelming. It is not helpful or motivating.

Anxiety is present in everyone, yet few will openly admit to its presence. It is one of the most distressing built on enigmas of man. It is
presumed to be a sign of weakness, so all deny its existence and attempt to avoid it. It encompasses tension, nervousness, fear and worry. In this age of competition the Secondary School Students feel fear, tension, nervousness and stress. The examination anxiety is a very serious problem as many cases of suicide found in the newspapers during the period of examination. The symptoms of examination anxiety mainly refer to feeling of tension, nervousness and worry as well as trembling, heart palpitations and the throat being dry.

There are four main areas which can contribute to examination anxiety.

- Lifestyle issues
- Information needs
- Studying styles
- Psychological factors

Lifestyle issues that can contribute to examination anxiety are:

- Inadequate rest
- Poor nutrition
- Too many stimulants
- Insufficient exercise
- Not scheduling available time
- Not prioritizing commitments

Information needs that can contribute to examination anxiety are:

- Exam taking strategies
- Academic information such as course requirements, teachers’ expectations, exam dates and testing location
- Knowledge of how to apply anxiety reduction techniques while studying, before an examination and during an examination
Studying styles are:

- Trying to memorize the text book
- All night studying before exams
- Reading without understanding
- Can’t recall the material
- Not making review notes

Psychological factors are:

- Feeling no control over the examination situation
- Negative thinking and self criticism
- Irrational thinking about exams and outcomes
- Irrational beliefs, “If I don’t pass my parents will kill me!”
- Irrational demands, “I have to get 100% or I am worthless.”
- Catastrophic predictions “I will fail no matter what I do.”

How can examination anxiety affect? Examination anxiety affects different students in different ways:

- Physical symptoms: headache, insomnia, upset stomach, sweaty palms, dry mouth, increased heart rate, shortness of breath, diarrhea, more frequent urination, etc.
- Behavioral changes: tense movements, losing focus of actions, less coordinated movements, nail biting, moving or walking faster than normal, escaping behavior, etc.
- Emotional changes: worry, fear, anger, frustration, discouragement, panic, hopelessness, depression, etc.
- Cognitive changes: scattered attention, irrational thoughts, difficulty in concentration, negative and self abusing thoughts, etc.
- Social changes: social withdrawal, avoidance of friends and family, etc.

Students cannot focus on organize thoughts and they have poor recalling of important concepts and keyword. They cannot understand examination questions, go blank on familiar questions and recall correctly after the examination. Thus, examination anxiety is an effective coping with the inevitable stress of an examination before the examination and a strong emotional reaction of fear that interferes with thinking clearly during the examination.

The expectations of the teachers and the parents as well as the problems regarding career development and the lack of job opportunities etc. are more or less responsible for the examination anxiety of the students. All parents want that their children must get the first class or the first rank in the class. Each teacher expects 100% result in his or her subject. The other members of the family also force the child to get first class. Students sometimes get frustrated and commit suicide. Sometimes the examination anxiety affects the physical and mental health of the students. No one wants physically and mentally disturbed students. If the problem of examination anxiety and its effects are understood, suggestions can be given to teachers and parents for the better future of the students.

1.2 Statement of the Problem:

The most important part of the research process is the Statement of Problem. The Statement of Problem must involve specific field of research. The type of research can be stipulated in the field from which problem is selected. The statement of problem must contain those aspects of the research study leading to final goal of research. The title of the
research must specify the main problem. The researcher must also take into account issues such as novelty and utility of the research problem, his capacity and interest to pursue further research on the problem. The researcher decided to study the examination anxiety among the Secondary school students.

Statement of the problem is as follows:

“A Study of the Examination Anxiety among the Secondary School Students in the Context of some Variables”

1.3 Definition of the Terms:

Study:

Carter V. Good:

“Study is an application of the mind to a problem or a subject.”

This research is related to a study of the examination anxiety among the Secondary school students.

Examination:

It is a technique to know ability, achievement or skill of the students in a particular subject.

Anxiety:

- Dictionary Meaning:

  Anxiety is related to test, observation or checking of the test.
- G.C. Rosenwald:

“Anxiety is defined as the psychological mechanism whereby the current intensification of a dangerous drive results in the elicitation of defences.”

- Sigmund Freud:

“Anxiety is a specific state of unpleasure accompanied by motor discharge along definite pathways. It is the reproduction of an experience which contains within itself the requisite condition for the increase in stimulation and for its discharge via given pathways and it is in virtue of this, therefore that the unpleasant element in anxiety its specific character”

- May:

“Anxiety is the apprehensions carried off by a threat to some value which the individual holds essential to his existence as a personality”

- Logical Meaning:

Anxiety is ambiguous and moves freely in the mind. It is not easy to identify and it is not easy to become free from it. A person is not aware of its birth and its effect.

**Examination Anxiety:**

- I.G. Sarason and B. B. Sarason:

“Exam anxiety is one of the most pervasive reactions which individuals experience.”
- M. Zeidner:

  “Exam anxiety is the set of phenomenological, physiological and behavioral responses that accompany concern about possible negative consequences or failure on an exam or similar evaluative situation.”

- M. Zeidner:

  “Test anxiety is a combination of perceived physiological over arousal, feelings of worries and dread, self depreciating thoughts, tension and somatic symptoms that occur during test situations.”

In this research examination anxiety means a negative attitude regarding examination. The research is a study of feelings of worry, tension, and self depreciating thoughts, somatic symptoms that occur before or during examination. It is also related to a study of worry and dread regarding result of exam. This anxiety occurs after examination. Thus, this research is related to a study of examination anxiety occurring before or during or after examination. It is a study of examination anxiety of Secondary school students.

**1.4 Objectives of the Study:**

1. To construct examination anxiety scale for the Secondary School Students.
2. To identify the level of examination anxiety of the Secondary School Students.
3. To compare their examination anxiety in the context of their gender.
4. To compare their examination anxiety in the context of their standard.
5. To compare their examination anxiety in the context of their area.
6. To compare their examination anxiety in the context of their educational achievement.
7. To compare their examination anxiety in the context of interaction among gender, standard, area and educational achievement.

1.5 Variables of the Study:

Identification of variables constitutes an important step towards the process of research. Variable is such a characteristic of a thing or a unit or a product which takes different values. Variable is also a characteristic which distinguishes individuals or things according to their group behavior under different environmental conditions.

Dependent variable and Independent variables of this Study are as follow:

1. Dependant Variable:
   - Examination Anxiety Level

2. Independent Variable:

   A. Gender
      A₁ Male
      A₂ Female
   B. Standard
      B₁ std-9
      B₂ std-10
   C. Area
      C₁ Urban
      C₂ Rural
D. Educational Achievement

D₁ High Achievement
D₂ Low Achievement

Name, Nature, Level and Name of Level of Variables of the study are presented in Table-1.5.1.

**Table-1.5.1**

**Name, Nature, Level and Name of Level of Variables**

<table>
<thead>
<tr>
<th>No.</th>
<th>Name of Variables</th>
<th>Nature of Variables</th>
<th>Number of Levels</th>
<th>Name of Levels</th>
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<td>A₁ Male</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>A₂ Female</td>
</tr>
<tr>
<td>2</td>
<td>Standard B</td>
<td>Independent Variable</td>
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<td>B₁ Std-9</td>
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<td></td>
<td></td>
<td></td>
<td>B₂ Std-10</td>
</tr>
<tr>
<td>3</td>
<td>Area C</td>
<td>Independent Variable</td>
<td>2</td>
<td>C₁ Urban</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>C₂ Rural</td>
</tr>
<tr>
<td>4</td>
<td>Educational Achievement D</td>
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<td></td>
<td>D₂ Low Achievement</td>
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<tr>
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<td>Examination Anxiety Level</td>
<td>Dependent Variable</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>
1.6 **Hypothesis of the Study:**

Following hypotheses are formulated that are to be tested in the present study.

It is Null hypothesis:

$Ho_1$ There will be no significant difference between the mean scores of boys and girls on the examination anxiety scale.

$Ho_2$ There will be no significant difference between the mean scores of students of std.9 and std.10 on the examination anxiety scale.

$Ho_3$ There will be no significant difference between the mean scores of students of urban area and rural area on the examination anxiety scale.

$Ho_4$ There will be no significant difference between the mean scores of students of high achievement and low achievement on the examination anxiety scale.

$Ho_5$ There will be no significant difference between the mean scores of interaction between gender and standard on the examination anxiety scale.

$Ho_6$ There will be no significant difference between the mean scores of interaction between gender and area on the examination anxiety scale.

$Ho_7$ There will be no significant difference between the mean scores of interaction between gender and educational achievement on the examination anxiety scale.
$H_{08}$ There will be no significant difference between the mean scores of interaction between standard and area on the examination anxiety scale.

$H_{09}$ There will be no significant difference between the mean scores of interaction between standard and educational achievement on the examination anxiety scale.

$H_{010}$ There will be no significant difference between the mean scores of interaction between area and educational achievement on the examination anxiety scale.

$H_{011}$ There will be no significant difference between the mean scores of interaction among gender, standard and area on the examination anxiety scale.

$H_{012}$ There will be no significant difference between the mean scores of interaction among gender, standard and educational achievement on the examination anxiety scale.

$H_{013}$ There will be no significant difference between the mean scores of interaction among standard, area and educational achievement on the examination anxiety scale.

$H_{014}$ There will be no significant difference between the mean scores of interaction among gender, area and educational achievement on the examination anxiety scale.

$H_{015}$ There will be no significant difference between the mean scores of interaction among gender, standard, area and educational achievement on the examination anxiety scale.
1.7 Area of Research:

Any problem of the study belongs to one or more than one areas of research. Areas of research are Educational Philosophy, Educational Psychology, Educational Technology, Educational Administration, Educational Sociology, Educational Economics, History of Education, Guidance and Counseling, Psychological Testing, Measurement and Evaluation, Curriculum and Textbook, Examination, Teacher Education, Levels of Formal Education, Educational Problems, Value Education, Yoga Education, etc.

The problem of this research belongs to area of Examination. The sub areas of this area are as follow:

- Reassessment
- Analysis of question paper
- Planning of evaluation
- Administration of examination
- Analysis of the results of examination
- Limitations of the system of examination
- Concept of open book examination
- Examination anxiety
- Continue and Comprehensive Evaluation
- Online Examination
- Question Bank for Examination
- Grading System

Examination anxiety affects negatively on the performance of a student in examination. It is a study of examination anxiety of the Secondary school students.
The problem of this research also belongs to area of Educational Psychology. Educational Psychology is the important branch of Psychology. Educational Psychology helps to understand the process of learning, mental ability and behavior of students, and educational problems psychologically. The sub areas of this area are as follow:

- Personality development
- Adjustment
- Attitude
- Motivation
- Intelligence
- Creativity
- Interest
- Memory
- Aptitude
- Anxiety

Educational Psychology covers the sub area of attitude. This research is a study of negative attitudes of secondary school students for examination.

1.8 Limitations of the Study:

1. This research is limited to the Secondary School Students of Gujarat State.
2. This research is limited to the Gujarati Medium Schools.

1.9 Importance of the Study:

With the help of this research, the secondary school students have become aware of their examination anxiety. The researcher got different kinds of information about the examination anxiety of the students. With
the help of this information suggestions can be given to teachers, parents and principles. Suggestions and ways can be provided to students which can help them in overcoming anxiety. Guidance to teachers and parents can be given which can help students in overcoming anxiety. Then, parents will become able to understand their children in better way.

This research can help students, parents, teachers, Secondary School Board and society.

Following are the other importance of the study:

- This research provides examination anxiety scale.
- The level of examination anxiety of the students can be known with the help of this scale.
- Suicide cases of the students can be stopped.
- Students can become free from frustration, depression and stress.
- Students can become able to understand the real importance of examination that it is only an art to express their mental ability and thoughts.
- The relation between educational achievement and examination anxiety can be known.

1.10 Layout of next Chapters:

This Chapter covers the Statement of the problem, Definition of the Terms, Objectives, Variables, Hypothesis, Area of Research, Limitations and Importance of the Study.
Layout of next chapters of this research is as follows:

**Chapter 2:**

In this chapter Background of Theoretical Literature, Review of Theoretical Literature, Importance of Related Literature, Summary of the Previous Related Researches, Review of Previous Research work, Significance of the Present Study will be discussed.

**Chapter 3:**

This chapter will be focused on the Planning of Research. In this chapter Planning of Research regarding Population, Selection of the Sample, and Method of the Study, Tool of Research, Method of Data Collection and Method of Data Analysis will be discussed.

**Chapter 4:**

This chapter will be focused on the construction and standardization of the Examination Anxiety Scale.

**Chapter 5:**

This chapter will be focused on the process of Research. In this chapter Origin of the Study, Population, Selection of the Sample, Method of the Study, Method of Data Collection and Method of Data Analysis will be discussed.

**Chapter 6:**

This chapter will be focused on the statistical analysis and interpretation of data.

**Chapter 7:**

In this chapter Findings of Research, Outcomes of the Study, Comparison of the Results with Previous Researches, Implications, and Recommendations for Future Researches will be discussed.
End Note


