Chapter 2

Review of Related Literatures
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Chapter 2

Review of Related Literatures

2.1 Introduction:

In order to do work of research properly, the researcher decided the Problem of research, Objectives, Hypothesis, Importance and Limitations of the Study, Definition of the Terms, Variables of the Study, etc. in the previous chapter. Study of related literature made this research accurate.

“The systematic and objective analysis and recording of controlled observations that may lead to the development of generalizations, principles or theories, resulting in prediction and ultimate control of many events that may be the consequences or causes of specific activities.”

2.2 Background of Theoretical Literature:

S.J. Salend says “Test anxiety is a physiological condition in which people experience extreme stress, anxiety, and discomfort during or before taking a test. These responses can drastically hinder an individual’s ability to perform well and negatively affects their social, emotional and behavioral development and feelings about themselves and school.”

Test anxiety is one of the most important aspects of negative motivation and has direct debilitating effects on school performance. Dusek defines test anxiety as "an unpleasant feeling or emotional state that has physiological and behavioral concomitants, and that is experienced in formal testing or other evaluative situations.” Sansgiry and Sail (2006) defined test anxiety as the “reaction to stimuli that are associated with an individual’s experience of testing or evaluative situations.” Kirkland and Hollandsworth (1980) define test anxiety as “a constellation of behaviors that have a debilitating effect on academic
Thus, test anxiety may be defined as the nonproductive overt and covert behaviors that accompany test taking and test preparation.

Different theorists believe that such test anxiety emerges for some children during the preschool or elementary school years, when parents begin to make unrealistic demands or hold overly high expectations for their children's performance. The parents then react negatively to their children's failure to meet their expectations, and the children in turn become fearful of evaluation in achievement situations and overly concerned about adult reaction to their academic successes and failures.

According to theorists as children progress through the elementary school years, other factors create or enhance evaluation anxiety. In school, children experience increasingly formal, complex, and frequent evaluation, which they often cannot cope with effectively. At about the second grade, children begin to compare their performance with other children, which can lead to competition and pressure to do better than most others. Obviously, only a few children can excel when such comparative standards are used to judge classroom performance.

During the middle and later elementary school years, students receive more feedback about and become better able to judge their ability, both absolutely and compared with others. These factors increase the anxiety of many children, especially those not doing well or as well as they would like. Most students in many schools may wish to rank in the top part of their class because of parental, peer, or self-induced aspirations and expectations. This will place many students under strong pressure to achieve at a higher level than they can, resulting in strong anxiety dynamic.

In our highly competitive educational system and society, this pressure increases with age, which may account in good part for the
increasingly strong debilitating effects of evaluation anxiety across the elementary and secondary school years. Building on the theoretical work of Atkinson (1964), Atkinson & Feather (1966), and S. Sarason et al. (1960), he argues that anxious children are more sensitive to failure and react more to evaluation from adults than low-anxious children. More specifically, high-anxious children have strong motives to avoid criticism and failure because they fear negative evaluation.

Test anxiety was first discussed in depth by Luria in 1932. The relationship between examination anxiety and examination performance was first investigated by Sarason who found a negative relationship—higher test anxiety was observed to be positively correlated to lower exam performance. Early research results indicated a negative relationship between examination anxiety and examination performance. Researches on examination anxiety started with George Mandler and Seymour Sarason. Sarason’s brother, Irwin G. Sarason, then contributed to early investigation of test anxiety, clarifying the focused effects of test-anxiety, other focused forms of anxiety and generalized anxiety. More recent research appears to support this contention. Smith and Smith (2002) and meta-analysis of research by Hambree (1988) and Seipp (1991) come to the same conclusion. Test—anxiety has been shown to have a consistently negative relationship with test performance and test anxious students are found to perform about 12 percent below their non-anxious peers. Early and recent researches suggest that between 25 to 40 percent of students experience test anxiety.

2.3 Review of Theoretical Literature:

Achieving one’s educational and professional goals generally depends on academic performance. Therefore, it is not surprising that most of the students experience anxiety both before and during examinations. As a
consequence of their emotional reactions during tests, the level of achievement of many students is found substantially lower than would be expected on the basis of their intellectual aptitude in the early and recent researches.

Early and recent researches indicate that there is a positive relationship between examination anxiety and examination performance. Examination anxiety is a feeling of worry and tension, negative thoughts and it occurs before or during exam. When one experiences too much anxiety it can result in emotional or physical distress, difficulty in concentrating and emotional worry. It can result in poor examination performance. Thus, inferior performance in examination arises not only because of intellectual problems or poor academic preparation but also examination anxiety. Testing situations create a sense of threat for those students who experiencing test-anxiety and anxiety resulting from the sense of threat that disrupts attention and memory function.

**2.4 Importance of Related literature:**

According to Walter R. Borg (1983) “The literature in any field forms the foundation upon which all future work will be built.”

The reading and review of literature related with research study is an important step for the problem under study. All the relevant published and unpublished materials must be collected and carefully read for making a review. The review of research literature refers to determining the limitation and scope of research and it therefore enables the researcher to develop the background and understanding of the research to be pursued by him or her on the problem under study. The review of earlier research gets him or she acquainted with the critical understanding and examining the desirability of his or her research work or study.
The review of the earlier literature regarding research is related field included in the second part of the thesis. The researcher generally understood the characteristics of the earlier research and also got an idea as to what extent the available tools applied in earlier research can be of any use or help of her current research problem by means of review.

From the review of earlier literature, the researcher got necessary guidance about formation of objectives and hypothesis, selection of sample and its size, research design, method of study, construction of tool, data collection, statically analysis of data and interpretation of data. During the stage of review, the researcher became familiar with the earlier research. The extent and scope of the review of related literature largely depended on the familiarity of the researcher.

2.5 Summary of the Previous Related Researches:

International:

2.5.1 Study 1:

Title: “Test Anxiety and the GRE General Test”

Researcher: Donald E. Powers

Degree and Year: Research Project, 1986

University: Graduate Record Examinations Board

Objectives:

1. Provide baseline data regarding the prevalence and severity of test anxiety among GRE General Test takers and among several subgroups of examinees.

2. Determine the relationship of test anxiety to test performance and to examinees’ knowledge and perceptions of selected aspects of GRE test taking and graduate admissions
3. Obtain GRE test takers’ assessments of the contribution of various factors to test anxiety, as well as their suggestions for minimizing test anxiety they may experience when taking the GRE General Test.

**Population and Sample:**

Sample of 3,800 cases was drawn from the approximately 66,000 persons who registered to take the GRE General Test in December’1984. Registrants were first stratified according to the following self-descriptions that are provided upon registering for the test: (1) American Indian, Eskimo, or Aleut, (2) Black or Afro-American, (3) Mexican American or Chicano, (4) Oriental or Asian American, (5) Puerto Rican, (6) Other Hispanic or Latin American, (7) White, (8) Other, and (9) Noncitizen. Because a relatively substantial proportion of GRE test registrants did not indicate their ethnicity, an additional sample was drawn from those who did not reveal their ethnic backgrounds or citizenship status. A total of 2,000 White registrants (about 1 in 17) and equal-sized samples of 200 from each of the other subgroups were drawn. The sampling fractions ranged from nearly every American Indian to 1 in 19 noncitizens and 1 in 70 non respondents.

**Method of Study:**

Survey method was used.

**Tool:**

The Test Anxiety Scale (Sarason, 1978), the Achievement Anxiety Scale (Alpert & Haber, 1960), the Test Anxiety Questionnaire (Mandler & Sarason, 1952), the Suinn Test Anxiety Behavior Scale (Suinn, 1969).
Method of Data Analysis:

Descriptive statistics were produced for each subgroup for each anxiety scale and for individual questionnaire responses. Inter correlations among the various anxiety scales were computed, as were the correlations between anxiety scales and test performance. Anxiety scale scores were also regressed on responses to individual questions about the GRE and graduate admissions.

Findings:

1. The subsample of White test takers, selected on the basis of the similarity of their test scores to those of Black test takers, reported higher degrees of test anxiety than any other group.
2. Test takers’ perceptions of how GRE scores are used in graduate admissions also related significantly to anxiety.
3. Test anxiety was related significantly to examine perceptions of the importance of each of several graduate admission factors.
4. Perceptions of the importance of GRE test scores, especially General Test scores, were more strongly related to test anxiety.

2.5.2 Study 2:

Title: “Cognitive Test Anxiety and Academic Performance”

Researchers: Jerrell C. Cassady, Ronald E. Johnson

Degree and Year: Research Paper, 2001

University: Ball State University, Purdue University
Objectives:

1. To establish the reliability and validity of a new test anxiety measure, designed to assess only the cognitive component of test anxiety.
2. The second goal of this study was to examine the relationships among cognitive test anxiety and (a) gender, (b) procrastination, (c) emotionality, and (d) student performance.

Population and Sample:

Students participating in this investigation were volunteers from an undergraduate educational psychology course at a large Midwestern university. In total, 168 students participated in the project. The students in this study were primarily traditional sophomore and junior education majors, with a mean age of 21. There were 114 females and 53 males involved in the study.

Method of Study:

Survey method was used.

Tool:

- Scholastic Aptitude Test (SAT)
- Test Procrastination Questionnaire (TPQ)

Method of Data Analysis:

Mean, Standard Deviation and Regression Analysis were used.
Findings:

1. Higher levels of cognitive test anxiety were associated with significantly lower test scores on each of the three course examinations.

2. High levels of cognitive test anxiety also were associated with significantly lower Scholastic Aptitude Test scores.

3. Procrastination in contrast, was related to performance only on the course final examination.

4. Gender differences in cognitive test anxiety were documented, but those differences were not related to performance on the course exams.

5. Examination of the relation between the emotionality component of test anxiety and performance revealed that moderate levels of physiological arousal generally were associated with higher exam performance.

2.5.3 Study 3:

Title: “Exam Anxiety Effect on Exam Performance: An Empirical Replication in the Middle East”

Researcher: Ravi Chinta

Degree and Year: Ph.D.-2005

University: American University of Sharjah

Objectives:

The objective of the study was to replicate an expanded study in the Middle East in order to increase understanding of the relationships involving students’ reported anxiety level at the time of the final exam. Specifically, the relationships between students’
reported anxiety level and their performance expectations, their actual performance outcomes and their level of preparation for the final exam. Following hypotheses were formulated for the research work.

1. High initial course grade expectations will lead to increased anxiety at the time of the final exam.
2. Initial course grade expectations vary by nationality.
3. Students who possess higher expectations of performance on the final exam and their overall course grade will experience higher anxiety at the time of the final exam than will students with lower expectations.
4. Effect of expectations of performance on exam anxiety will vary by nationality.
5. Students who scored higher on the first two exams will experience less anxiety at the time of the final exam than will students who scored lower.
6. Effect of prior exam performance on exam anxiety will vary by nationality.
7. Students who are more prepared for the final exam will experience lower anxiety at the time of the final exam than will students who are less prepared.
8. Effect of exam preparation efforts on exam anxiety will vary by nationality.
9. Students with higher anxiety at the time of the final exam will perform more poorly on the final exam and receive lower overall course grades than will students with lower anxiety.
10. Effect of exam anxiety on exam performance will vary by nationality.
Population and Sample:
The sample was comprised of 365 undergraduate business students enrolled in Fundamentals of Management classes at American University of Sharjah, a leading school of business in the Middle East. Sixty percent of the sample was males and forty percent was females.

Tool:
- The students were asked to complete two short questionnaires during the course.
- Students’ actual performance on the two midterm exams and the final exam were measured on a five point scale.
- Students’ expected performances were measured on the same scale.
- 7-item general anxiety scale was also used. The scale items were drawn from The State Trait Anxiety Inventory (Spielberger 1983). It was four point scale.

Method of Data Analysis:
Correlation was used to analyze the data.

Findings:
1. Significant relationship was not observed between expected course grade at the start of the academic term and the level of anxiety experienced at the time of the final exam.
2. Significant relationships were observed between performance expectations at the time of the final exam and level of anxiety at that time.
3. Positive relationships were found between test anxiety exhibited at the time of the final exam and the scores received on the first two exams.
2.5.4 Study 4:

Title: "Test Anxiety: State, Trait and Relationship with Exam Satisfaction"

Researchers: Loh Tze Ping, Kavitha Subramaniam, Saroja Krishnaswamy

Degree and Year: Research Paper, 2008

University: School of Medical Sciences, University Sains Malaysia

Objectives:

This study aims to examine the fluctuation pattern of anxiety symptoms during a clinical examination and its relationship with underlying anxiety traits.

Population and Sample:

All fourth year medical students of Penang Medical College who were undertaking the Ophthalmology clinical examination were invited to participate in this study. Students were recruited for the study upon consent. Participants were then given unique identification codes for administrative purposes while maintaining anonymity.

Method of Study:

Survey method was used. First phase of the survey, on anxiety symptoms was conducted immediately after the Ophthalmology clinical examination while the second phase, on pre-existing anxiety traits was conducted six weeks later with the aid of STAI instrument. Responses for both stages were combined and analyzed.
Tool:

The questionnaire was used contained three parts. First section contained statements regarding physical and psychological symptoms of anxiety. The participants were asked to score on a Likert-type rating. Spielberger Test Anxiety Inventory-Trait was used.

Method of Data Analysis:

Statistics Package SPSS version 12 was used to analyze the data. Descriptive statistical analyses and linear regression analysis with reference cell method were performed.

Findings:

1. Sixty-three of 122 students responded to both phases of the study, giving a response rate of 52%. All symptoms except trembling peaked 10 minutes before the exam begun showing a downward progression with no resurgence thereafter.

2. Students with pre-existing anxiety traits had high anxiety scores 10 minutes into the examination and while with the examiners. Anticipatory anxiety is a source of concern and can effect performance.

2.5.5 Study 5:

Title: “Are There Differences in Test Anxiety Levels for Middle School Students with and without Disabilities?”

Researcher: Carrie Abbott

Degree and Year: Research Project, 2009

University: Ohio University
Objectives:
1. To determine differences exist in test anxiety levels for students enrolled in regular education and those qualifying for special education services.

Population and Sample:
The participants in this study consisted of 60 middle school students, 16 of whom received special education services, and 44 regular education students.

Method of Study:
Survey method was used.

Tool:
Test Anxiety Inventory (Charles Spielberger and colleagues in 1980)

Method of Data Analysis:
t-test was calculated comparing the two groups of students for each level of anxiety.

Findings:
1. All students surveyed reported noticeable levels of anxiety when taking tests.
2. The special education group had higher level of anxiety.
3. Students with learning disabilities experienced higher levels of anxiety.
4. The regular education students exhibited a higher rate of high anxiety.

2.5.6 Study 6:

Title: “The Relationship between Test Anxiety and Academic Achievement”

Researchers: Rizwan Akram Rana and Nasir Mahmood

Degree and Year: Research Paper, 2010
Objectives:

1. To explore the relationship between test anxiety and academic achievement of students at the post graduate level.

Population and Sample:

A sample of 414 students was randomly selected from seven different science departments in a public sector university in Lahore, Pakistan.

Method of Study:

Survey method was used.

Tool:

Data were collected by using the Test Anxiety Inventory (TAI) developed by Spielberger.

Method of Data Analysis:

Pearson correlation, multivariate statistics and regression analyses were run for data analysis.

Findings:

1. It was found that a significant negative relationship exists between test anxiety scores and students’ achievement scores.
2. Result showed that a cognitive factor (worry) contributes more in test anxiety than affective factors (emotional).
3. Test anxiety is one of the factors which are responsible for students’ underachievement and low performance but it can be managed by appropriate training of students in dealing with factors causing test anxiety.
2.5.7 Study 7:

Title: “Age, Sex and Test Anxiety as a Predictor of Examination Malpractice among Secondary School Students”

Researcher: Omotere Tope

Degree and Year: Research Project, May, 2011

University: Nigeria

Objectives:

1. Find out whether age predicts examination malpractices
2. Find out if sex of the student has any relationship with test anxiety and examination malpractices.
3. Find out if examination malpractice may depend on such factors as age, sex and test anxiety.

Population and Sample:

The study investigated Age, Sex and Test Anxiety as a predictor of Examination Malpractices among Secondary School Students using Ijebu-Ode Local Government Area of Ogun State as case study. Two hundred students (100 males and 100 females) were randomly selected from four secondary schools in Ijebu-Ode Local Government Area of Ogun State.

Method of Study:

This study adopts the ex-post facto survey design.

Tool:

The instrument utilized for the study was a questionnaire named “Questionnaire for Examination Malpractice Among Students” (QMAS).
Method of Data Analysis:
Data was analyzed using step wise regression analysis.

Findings:
Four hypotheses were tested and the result showed that the combined factors of age, sex and test anxiety influences students’ participation in examination malpractices.

2.5.8 Study 8:

Title: “The Relationships among Test Anxiety, Study Habits, Achievement, Motivation, and Academic Performance among Turkish High School Students”

Researcher: Tuncay Ergene

Degree and Year: Research Project, 2011

University: Hacettepe University

Objectives:
1. To find out relation between test anxiety and academic success.
2. To find out relation between study habits and achievement motivation.
3. To find out relation between achievement motivation and study habits.
4. To find out relation between test anxiety and study habits.

Population and Sample:
The relationships among study habits, test anxiety, achievement, motivation, and academic success were investigated in a Turkish tenth grade high school sample consisting of 510 participants, 267 (52.4%) of whom were females and 243 (47.6%) were males.

Method of Study:
Survey method was used.
Tool:

The following instruments were administered:
The Test Anxiety Scale (TAI), The Study Habits Inventory (SHI),
Self Evaluation Inventory (SEI), and The Demographic Form.

Method of Data Analysis:

Mean, Standard Deviation, F Value for gender differences
were used.

Findings:

1. Significant correlation was found between test anxiety and
academic success.
2. Significant correlation was found between scores of study
habits and level of academic success.
3. A positive relationship was found between study habits and
level of achievement motivation.
4. No correlation was observed between achievement
motivation and academic success.
5. Test anxiety and study habits were associated positively with
academic success and there was no association with
achievement motivation.

2.5.9 Study 9:

Title: “The Impact of Test Anxiety on Test Performance
among Iranian EFL Learners”

Researcher: Minoo Alemi

Degree and Year: Research Project, 2012

Objectives:

1. To find out the degree of their test taking anxiety.
2. To find out the relationship between test-taking anxiety and
test performance.
3. To find out the relationship between general test anxiety and test performance.
4. To find out the relationship between test preparation anxiety and test performance.

**Population and Sample:**
Sample of the study was 164 ESP students of Engineering enrolled in a B.A. program.

**Tool:**
A test-taking anxiety questionnaire (Sarason, 1975) [27] and a general English test were administered to 164 ESP students of Engineering enrolled in a B.A. program to document (a) the degree of their test taking anxiety, (b) the relationship between test-taking anxiety and test performance, and (c) the factor loadings of anxiety based on exploratory factor analysis.

**Method of Data Analysis:**
Correlation was used to analyze the data.

**Findings:**
1. The results show that L2 learners’ test anxiety is rather low, with most of its components having no significant negative correlation with test performance.
2. The results of exploratory factor analysis reveal the loading of test anxiety trait on the rather overlapping three factors of specific test anxiety, general test anxiety, and test preparation anxiety.
3. General test anxiety, due to its functioning at the higher-order affective level, has a significant negative correlation with test performance.
4. Test preparation anxiety, in view of facilitating test performance, manifests a positive, albeit non-significant, correlation with test performance.

2.5.10 Study 10:

**Title:** “Gender Differences in Test Anxiety and Academic Performance of Medical Students”

**Researchers:** Yasmin Nilofer Farooqi, Rabia Ghani, Charles D. Spielberger

**Degree and Year:** Research Paper, 2012

**University:** Department of Applied Psychology, University of the Punjab, Center for Research in Behavioral Medicine and Health Psychology, University of South Florida.

**Objectives:**

1. To find out level of test anxiety of medical students.
2. To find out gender differences in test anxiety level and academic performances of medical students.

**Population and Sample:**

A sample of 150 medical students (75 males and 75 females) was drawn from the Services Institute of Medical Sciences (SIMS) within the age range of 17-24 years. Purposive sampling technique was used.

**Method of Study:**

The survey research design was used in this research.

**Tool:**

Following instruments were used:

1. Demographic Information Form
2. Test Anxiety Inventory (Spielberger, 1980)
3. Previous Academic Grades.
Method of Data Analysis:

The SPSS (version 14) was used to perform independent sample t-test to determine gender differences in test anxiety level and academic performance of the medical students. Furthermore, Pearson Product Moment Correlation coefficient was performed to determine the relationship between test anxiety and academic performance of the research participants.

Findings:

1. The female medical students reported significantly higher test anxiety level as compared to the male medical students.
2. The male medical students achieved statistically significant higher GPAS as compared to the female medical students.
3. Significant negative relationship was found between test anxiety and academic performance of medical students.

2.5.11 Study 11:

Title: “Multi-Informant Test Anxiety Assessment of Adolescents”

Researchers: Jody Vincent Harpell, Jac J. W. Andrews

Degree and Year: Research Project, 2012

University: Division of Applied Psychology, University of Calgary, Calgary, Canada

Objectives:

1. To investigate the possibility of establishing a multi-informant assessment frame- work for TA.
2. To examine sex, age, grade, and informant differences with respect to TA.
Population and Sample:

The sample for the study was grades 7 through 12 students from one school district. Participants were randomly selected from a volunteer pool. When possible, the study also included one of each student’s legal guardians, and one of their teachers. The final analysis was conducted with the participation of 263 students (37.7%), 267 parents (38.3%), and 167 teachers (23.9%).

Method of Study:

Survey method was used.

Tool:

Student Test Anxiety was assessed using the English version of the German Test Anxiety Inventory (TAI-G; Hodapp & Benson, 1997).

Method of Data Analysis:

Mean, Standard Deviation and Two-Way Multivariate Analyses of Variance (MANOVA) was used to examine sex differences, grade level differences, and the sex × grade level interaction on TAI-G scale scores for the student, parent, and teacher samples.

Findings:

1. All reliabilities for all TAI-G scales for all three samples were above .70.

2. The MANOVA results indicated a significant main effect of sex for the TAI-G student sample.
National:

2.5.12 Study 12:

Title: “A Comparative Study of Higher and Lower Achievement of the Students in the Context of some Variables”

Researcher: P.N. Ray

Degree and Year: Ph.D-1974

University: Agra University

Objectives:

1. To find out the relation between educational achievement and adjustment, educational achievement and anxiety, educational achievement and work efficiency, educational achievement and expected achievement, educational achievement and intelligence.

2. To establish relation between educational achievement and adjustment, educational achievement and anxiety, educational achievement and work efficiency, educational achievement and expected achievement, educational achievement and intelligence.

Population and Sample:

The researcher selected students of Higher Secondary School of Agra city as the population. From higher secondary school of Agra city 100 students of science stream selected as the sample. These students were divided into three categories according to their educational achievement.
**Method of Study:**

Survey method was used.

**Tool:**

The researcher used Adjustment test of Sinha, Anxiety test of Sinha, Expected achievement test of Sinha, Projection test of Mehta, General mental ability test of Jolt and Test of Economical status of Kupuswami for data collection.

**Method of Data Analysis:**

The researcher used Mean, Standard Deviation, correlation and t value for the analysis data.

**Findings:**

1. It was found that personality related anxiety affected the educational achievement of students.
2. It was found that lower level of anxiety motivated students in getting higher achievement whereas higher level of anxiety became obstacle in getting higher achievement.
3. Positive relation between educational achievement and intelligence on anxiety was found. Whereas adjustment of students, anxiety, expected achievement were related to a person.

**2.5.13 Study 13:**

**Title:** “A Study of the Effect of Anxiety in Achieving Aim”

**Researcher:** D.R. Manual

**Degree and Year:** Ph.D. – 1982
University: Madras University

Objectives:

1. To analyze the effects of achievement oriented anxiety and educational anxiety at school level.
2. To study the effects of achievement oriented motivation at conscious level and imaginary level.
3. To study mental stress related to examination in the context of general anxiety, overall behavior and examination anxiety.
4. To study the effects of failure on achievement oriented aim in experimental situation.

Population and Sample:

The researcher selected students of Madras city as the population. The researcher used Stratified cluster method and selected 460 students of Madras city as the sample.

Method of Study:

Survey method was used.

Tool:

The researcher used Achievement oriented Motivation of Rao, Examination anxiety test of Saracen, General anxiety test and Level of Aspiration of Rolter for data collection. Self made test was also constructed for the study.

Method of Data Analysis:

The researcher used C.R. and ANOVA for the analysis of Null hypothesis.
Findings:

1. Negative impression of examination fear and anxiety was found on educational achievement of students.
2. No effect of general anxiety was found on educational achievement of students.
3. No relation was found between test anxiety and achievement oriented aim.

2.5.14 Study 14:

Title: “A Study of Verbal Expression and Problem Solving Anxiety in the Context of Work Complexity and Gender”

Researcher: U.Kiran

Degree and Year: Ph.D.-1983

University: Agra University

Objectives:

1. To study the effect of anxiety, gender and work complexity on educational work of students.
2. To study the interaction between gender and anxiety, anxiety and work complexity, gender and personal work complexity.
3. To study verbal expression in the context of gender, anxiety and work complexity.
4. To study problem solving work in the context of gender, anxiety and work complexity.
5. To study problem solving work in the context of interaction between gender and anxiety, gender and work complexity,
anxiety and work complexity and gender, anxiety and work complexity.

**Population and Sample:**

The researcher selected students of College of Agra University as the population. From the college of Agra University 300 students selected as the sample.

**Method of Study:**

Survey method was used.

**Tool:**

Anxiety Test of D.N. Sinha was used for data collection.

**Method of Data Analysis:**

“Duncan’s Range Test” and ANOVA used for data analysis.

**Findings:**

1. There was no significant effect of gender on personal educational work of students. Whereas as there was significant effect of gender on work complexity of students.
2. There was significant effect of interaction between gender and work complexity.
3. There was no significant effect of interaction between gender and anxiety.

**2.5.15 Study 15:**

**Title:** “A Study of the Effect of Area Related Anxiety on the Classroom Learning of Pre-primary Students and their Personal Adjustment”
Researcher: C.Mohanti
Degree and Year: Ph.D-1985
University: Utkal University

Objectives:

1. To analyze the effects of urban area on the students of pre-primary level.
2. To find out the relation between anxiety and adjustment, intelligence and achievement of the students.
3. To prepare tool for decreasing anxiety level of students and to apply it in the classroom.
4. To study the effects of internal variables on anxiety, adjustment, achievement and level of intelligence of students.

Population and Sample:

The researcher selected students of pre-primary schools of Sambalpur city as the population. From Sambalpur city 150 students of std- 3 to std-7 of two pre-primary schools selected as the sample for the analysis of the first objective. From std-3 to std-7 370 students selected as the sample for the analysis of other objectives. The researcher classified them into two groups – controlled group and primary group.

Method of Study:

Experimental method was used.

Tool:

“State Trait Anxiety” test of Filipe Berg made in Odessa language was used for the research. “General Anxiety Scale for
Children” constructed by Saracen was also used for this research. Experimental method was used for the research. Pre-test and Post-test were given to students. One month of training program was planned for experimental group.

**Method of Data Analysis:**

Correlation and ANOVA used for the data analysis.

**Findings:**

1. It was seen that the effects of personality on different levels of education was different.
2. It was seen that scores of anxiety was different at different educational level of students.
3. It was seen that STAIC scores of anxiety was more than GASE scores of anxiety of students.
4. There was no significant effect of the interaction between General Anxiety and educational level of students.
5. It was found that State Trait Anxiety had negative effects in the adjustment of students of pre-primary level.
6. There was no significant effect of anxiety of urban area on educational achievement of students.
7. There was negative correlation between scores of intelligence and anxiety level of students of pre-primary level.

**2.5.16 Study 16:**

**Title:** “A Study of General Anxiety and Examination Anxiety in the Context of External and Internal Factors of Atmosphere”

**Researcher:** M. Borinder
**Degree and Year:** Ph.D. 1985  

**University:** Delhi University

**Objectives:**

1. To analyze the general anxiety of the students of Delhi city in the context of external and internal factors of atmosphere.
2. To analyze the examination anxiety of the students of Delhi city in the context of external and internal factors of atmosphere.
3. To construct examination anxiety test in the context of Indian atmosphere.
4. To study the types of anxieties of boys and girls.

**Population and Sample:**

The researcher selected students of College of Delhi University as the population. From the college of Delhi University 200 students of 20 to 25 ages selected as the sample. The researcher selected 100 boys and 100 girls as the sample.

**Method of Study:**

Survey method was used.

**Tool:**

- Personality test of Datt
- Test of Social and Economical Status
- Self made anxiety test

**Method of Data Analysis:**

The researcher used Mean, SD, and t value for data analysis.
Findings:

1. There was significant difference in general and examination anxiety of boys and girls.
2. It was found that level of general anxiety and examination anxiety of girls was more than boys.
3. It was found that the relation between general anxiety and examination anxiety was positive.
4. There was no significant difference on general and examination anxiety of boys in the context of social-economical status.
5. There was significant difference in general anxiety of girls in the context of social-economical status.
6. There was significant difference in examination anxiety of girls in the context of social-economical status.
7. There was significant difference in general anxiety and examination anxiety of girls.

2.5.17 Study 17:

Title: “A Study of Anxiety of Teachers of Secondary Schools in the Context of some Variables”

Researcher: Shantilal P. Dixit

Degree and Year: Ph.D-1988

University: Saradar Patel

Objectives:

1. To construct ‘anxiety test’ for secondary school teachers.
2. To study anxiety of teachers of rural area.
3. To study anxiety of teachers in the context of gender.
4. To study anxiety of teachers in the context of educational experience.
5. To study anxiety of teachers in the context of gender, marital status and age.

Population and Sample:

The researcher selected the teachers of Secondary schools of Ahmadabad city as the population. The researcher used the random sampling technique to select teachers. From the secondary schools of Ahmadabad city 900 teachers selected as the sample.

Method of Study:

Survey method was used.

Tool:

Self made anxiety test was constructed for the study. This test was standardized in 1988. There were 235 sentences in the test. The researcher used Rating Scale and also tests of ‘Self Concept of teachers’ for the study.

Method of Data Analysis:

F-test was used for data analysis. F-test was also used for the analysis of self concept of teachers.

Findings:

1. There was no significant difference in the anxiety of Secondary school teachers of urban area and rural area of Ahmadabad.
2. There was no significant difference in the anxiety of male teachers and female teachers.
3. There was no significant difference in the anxiety of Secondary school teachers in the context of their educational experience.
4. There was no significant difference in the anxiety of Secondary school teachers in the context of their cast, marital status, age and qualification.

2.5.18 Study 18:

Title: “A Study of Comprehensive Anxiety of College Students”

Researcher: Arvind G. Dungarani

Degree and Year: Ph.D. (Psychology)-1998

University: Bhavnagar University

Objectives:

1. To study comprehensive anxiety of boys and girls of college.
2. To study comprehensive anxiety of 19 to 20 and 21 to 22 years of college students.
3. To study comprehensive anxiety of urban and rural area of college students.
4. To study comprehensive anxiety of 19 to 20 and 21 to 22 years of boys of college.
5. To study comprehensive anxiety of 19 to 20 and 21 to 22 years of girls of college.
6. To study comprehensive anxiety of boys and girls of urban area.
7. To study comprehensive anxiety of boys and girls of rural area.

**Population and Sample:**

The researcher selected students of Colleges and departments of Bhavnagar University as the population. By using Purpose method of sampling, the researcher selected stream of science, commerce and arts colleges and departments of Bhavnagar University. The researcher also used Stratified random sampling technique to select sample. The researcher selected 700 students as the sample.

**Method of Study:**

Survey method was used.

**Tool:**

Prof. A.K.P. Sinha and Prof. L.N.K. Sinha (1996) made comprehensive anxiety test was used. Total 90 sentences were used in the test.

**Method of Data Analysis:**

With the help of scoring key the researcher analyzed the data. Mean, Standard Deviation, T-test used to analyze data.

**Findings:**

1. There was no significant difference in comprehensive anxiety of boys and girls.
2. There was no significant difference in comprehensive anxiety of 19 to 20 and 21 to 22 ages of students.
3. There was no significant difference in comprehensive anxiety of students of rural and urban area.
4. There was no significant difference in comprehensive anxiety of 19 to 20 and 21 to 22 ages of boys.
5. There was no significant difference in comprehensive anxiety of 19 to 20 and 21 to 22 ages of girls.
6. There was no significant difference in comprehensive anxiety of boys and girls of rural area.
7. There was no significant difference in comprehensive anxiety of boys and girls of urban area.

M.Phil. level

2.5.19 Study 19:

Title: “A Study of Examination Anxiety of Students of Secondary Schools”

Researcher: Manish C. Parekh

Degree and Year: M.Phil.-2008

University: Gujarat University

Objectives:

1. To compare scores of examination anxiety of Secondary school students in the context of gender.
2. To compare scores of examination anxiety of Secondary school students in the context of standard.
3. To compare scores of examination anxiety of Secondary school students in the context of social group.
4. To compare scores of examination anxiety of Secondary school students in the context of interaction between gender and standard.
5. To compare scores of examination anxiety of Secondary school students in the context of interaction between standard and social group.
6. To compare scores of examination anxiety of Secondary school students in the context of interaction between social group and gender.
7. To compare scores of examination anxiety of Secondary school students in the context of interaction between gender, standard and social group.

**Population and Sample:**

Students of Secondary schools of Gujarati medium of Ahmadabad city was the population of this study. Students of std-8, 9 and 10 selected as the sample. From std-8, 9 and 10, 20 boys and 20 girls selected as the sample. The researcher used stratified random technique and selected 700 students as the sample.

**Method of Study:**

Survey method was used.

**Tool:**

Self made examination anxiety scale was used.

**Method of Data Analysis:**

Mean, SD and ANOVA used for data analysis.
Findings:

1. Girls had more examination anxiety than boys.
2. Students of std-8 had more examination anxiety than students of std-9 and std-10.
3. Students of social backward class had more examination anxiety.

2.6 Review of Previous Research Work:

With the help of review of previous literature, the researcher tried to analyze the findings of previous literature in the context of variables.

In the research of Ravi Chinta Significant relationships were observed between performance expectations at the time of the final exam and level of anxiety at that time. Positive relationships were found between test anxiety exhibited at the time of the final exam and the scores received on the first two exams. The predictive combined factors of age, sex and test anxiety influences students’ participation in examination malpractices in the study of Omotere Tope. Test preparation anxiety, in view of facilitating test performance, manifests a positive, albeit non-significant, correlation with test performance in the study of Minoo Alemi.

It was seen in the research of Donald E. Powers that Perceptions of the importance of GRE test scores, especially General Test scores, were more strongly related to test anxiety. Significant correlation was found between test anxiety and academic success in the research of Tuncay Ergene. It was seen in the research study of Yasmin Nilofer Farooqi, Rabia Ghani and Charles D. Spielberger that female medical students reported significantly higher test anxiety level as compared to the male medical students. It was observed in the research study of Loh Tze Ping, Kavitha Subramaniam and Saroja Krishnaswamy that Anticipatory anxiety is a
source of concern and can effect performance. Higher levels of cognitive test anxiety were associated significantly with lower test scores on each of the three course examinations and High levels of cognitive test anxiety also were associated significantly with lower Scholastic Aptitude Test scores in the findings of the study of Jerrell C. Cassady and Ronald E. Johnson. Result of Rizwan Akram Rana and Nasir Mahmood showed that a cognitive factor (worry) contributes more in test anxiety than affective factors (emotional) and Test anxiety is one of the factors which are responsible for students’ underachievement and low performance but it can be managed by appropriate training of students in dealing with factors causing test anxiety. In the research of Carrie Abbott all students surveyed reported noticeable levels of anxiety when taking tests.

There was no significance difference of gender in the findings of the researches of Dixit and Solanki. It was found that in the research of P.N. Ray General level anxiety of students helped aim oriented achievement, whereas higher level anxiety of students did not help aim oriented achievement.

In the research of C. Mohanti significant difference was found between General anxiety and Examination anxiety. In the research of D.R. Manual no effect was seen of General anxiety on educational achievement. In the research of M. Berinder, level of anxiety was found more in girls than boys. Positive relation was found between general anxiety and examination anxiety. Socio-economical status did not affect examination anxiety of the students.

In the findings of research of U. Kiran no significant relation was found between gender and anxiety. In the findings of research of Dungrani no significant relation was found between gender, area and age.
In the research of Manish Parekh significant difference was found between gender, standard and social backward class.

2.7 **Significance of the Present Study:**

Examination anxiety is a major problem for the students. The problem of examination anxiety affects mental health of the students. Many researchers have done researches on this topic at international, national and state level.

But the specialties of this research are given below:

- This research is centered on examination anxiety of the students of secondary schools.
- Secondary students always face the problem related to their career.
- Examination anxiety of this research is related not only to a particular subject but all the subjects. It covers all the educational matters.
- This research is also related to physical, mental, social and educational problems of the students.
- Self-made tool is prepared and standardized for this research.
- The research also provides suggestions for teachers and parents.
- The problem of examination anxiety becoming more and more serious. Students always have to pass through a critical situation.
- This research is related not only to an examination anxiety but also provides suggestions to overcome from the anxiety.
2.8 Conclusion:

The researcher studied previous literature in order to find out proper area of research, limitations of the study, importance of the study, population and method of the study. By reviewing literature, the researcher decided the area of this research and got guidance to plan chapter-3 systematically.
End Note


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