EXAMINATION ANXIETY IN RELATION TO ACADEMIC ACHIEVEMENT MOTIVATION

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ABSTRACT

The present study was designed to study the relationship between examination anxiety and academic achievement motivation of students of Chandigarh studying in Class IX. 100 students were selected randomly from Class IX of one government school and one private school of Chandigarh. Students Examination Anxiety Test (SEAT) developed by Aggarwal and Kaushal (2010) and Academic Achievement Motivation Test (AAMT) developed by Sharma (2010) were used as tools for collecting the data for the study. The findings of the study show that there exists no significant relationship between examination anxiety and academic achievement motivation of students.

Keywords: Academic Achievement Motivation, Examination Anxiety, Relationship

INTRODUCTION

Education is basically a pre-specified process of nurturing the capabilities and potential of a person so as to make them ready to be successful in modern society. From this perspective, education is serving as a basic development function for every individual. As we know that the students are the pillars of the future generations but youth nowadays are facing various difficulties in life such as anxiety, stress, frustration, tension, emotional upsets in day to day life. Student's examination anxiety is almost universal. In fact, it is unusual to find a student who does not have high level of anxiety. In the present scenario, so many cases of depression among school children can be seen. In most of the cases, the cause behind depression is generally related to academic achievement and anxiety caused due to the pressure to perform well according to everyone's expectations.

Among students, a great deal of anxiety is related to academic performance. The pressure on students to definitely "succeed" or score get good grades increases anxiety levels amongst students and ultimately hampers the academic, emotional and mental condition of the students. Rizwan and Nasir (2010) found negative relationship between test anxiety and student achievement.

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It has been observed by psychologists that some sort of anxiety is essential because it helps students to be attentive and increases their memory level, encourages them and can also lead to better academic performance. But it has also been noticed that increased/high level of anxiety may block recapitulation ability and expression of individual's potentials. In fact, examination anxiety is also considered as a barrier that prohibits some students from reaching their true academic potential. Excessive examination anxiety can develop a negative frame of mind amongst students, block their thoughts, and make them panic and potentially lead to poor examination performance (Luigi, Francesca, Maria, Eleonora, Valentina and Benedetto, 2007).

Salend (2012) defines examination anxiety as "a physiological condition in which people experience extreme stress, anxiety, and discomfort during and/or before a test". These conditions may pose an obstacle in an individual's ability to do well. Ergene (2011) made an attempt to examine the relationship among study habits, test anxiety, achievement, motivation, and academic success of high school students of Turkey. It has been found that there is a positive relationship between test anxiety and academic success and there was no correlation between test anxiety and achievement motivation.

OBJECTIVES OF THE STUDY

The present research work was carried out with the following objectives:

1. To study the level of examination anxiety of students of Chandigarh studying in Class IX.
2. To study the level of academic achievement motivation of students of Chandigarh studying in Class IX.
3. To examine the relationship between examination anxiety and academic achievement motivation of students of Chandigarh studying in Class IX.

HYPOTHESIS OF THE STUDY

The following hypothesis was formulated to attain the objectives of present study:

1. There is no significant relationship between examination anxiety and academic achievement motivation of students of Chandigarh studying in Class IX.

POPULATION AND SAMPLE

The students studying in Class IX in the schools of Chandigarh constituted as the population of the present study. To select the sample for the study, one government school and one private school were selected randomly. 50 students studying in Class IX were picked randomly from one government school (Government Model Senior Secondary School, Sector 20-D Chandigarh) and 50 were picked from one private school (Gyandeep Smart School, Sector 20-C Chandigarh).

METHOD OF THE STUDY

Descriptive survey method has been used for the conduct of present study.

TOOLS USED IN THE STUDY

The following tools were used to collect the data in the present study:

1. Students Examination Anxiety Test (SEAT) developed by Aggarwal and Kaushal (2010).

2. Academic Achievement Motivation Test (AAMT) developed by Sharma (2010).

ANALYSIS AND INTERPRETATION OF DATA

a)   **Examination Anxiety of Class IX Students of Chandigarh**

Table – 1: Examination Anxiety of Class IX Students of Chandigarh

Level of Examination Anxiety / No. of Students	Extremely High	High	Normal	Low	Extremely Low
100	3%	12%	54%	18%	13%

Interpretation: Table-1 shows the percentage of Class IX students of Chandigarh having different levels of examination anxiety. Majority of the students i.e. 54% have normal examination anxiety. While 18% students' level of examination anxiety is low and 13% of student's examination anxiety is extremely low. However, the level of examination anxiety of 12% students is high. Only 3% students have extremely high level of examination anxiety. It

can be calculated from the above table that most of the Class IX students of Chandigarh have moderate level of examination anxiety.

b) **Academic Achievement Motivation of Class IX Students of Chandigarh**

Table – 2: Academic Achievement Motivation of Class IX Students of Chandigarh

Level of Academic Achievement Motivation / No. of Students	High	Average	Low
100	94%	4%	2%

Interpretation: Table-2 shows the percentage of Class IX students showing different levels of academic achievement motivation. Most of the students i.e. 94% students have high level of academic achievement motivation. While level of academic achievement motivation is average among 4% students. Level of academic achievement motivation of only 2% students is low. It can be calculated from the above table that most of the Class IX students of Chandigarh have high level of academic achievement motivation.

c) **Interpretation of results based on Correlation**

The main objective of the study was to study the relationship between examination anxiety and academic achievement motivation of Class IX students of Chandigarh. The Karl Pearson method of correlation was used to find out the coefficient of correlation.

Table -3: Relationship between Examination Anxiety and Academic Achievement Motivation of Class IX Students of Chandigarh

Variable	N	Coefficient of Correlation (r)
Examination Anxiety	100	-0.115*
Academic Achievement Motivation	100	

* not significant at 0.05 level

Interpretation: Table-3 shows the coefficient of correlation between examination anxiety and academic achievement motivation of secondary school students of Chandigarh. The coefficient of correlation between examination anxiety and academic achievement was found to be -.115 which is insignificant at 0.05 level, hence there is no significant relationship between examination anxiety and academic achievement of secondary school student of Chandigarh. Thus, null hypothesis is accepted at 5% level of significance.

DISCUSSION OF RESULTS

The results of the present study are discussed in the light of the available literature. However, a few studies have been found that shows the relationship between the examination anxiety and academic achievement motivation of students. In this study, it has been found that there exists no significant relationship between examination anxiety and academic achievement motivation of Class IX students. The main finding of the present study is also supported by the research study done by Ergene (2011) in which no correlation was found between test anxiety and academic achievement motivaion. Erbe (2007), Berk & Nanda (2006), Stober (2004) and Harris & Coy (2003) discussed various measures and strategies which can be applied by teachers to reduce examination anxiety among their students. To cope up with the examination anxiety, students can be helped by teachers and parents through use of cognitive, affective and behavioural strategies.

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