

A Study of the Examination Anxiety among the B.Ed. Trainees

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ABSTRACT Present Study has been done to know examination anxiety of B.Ed. Trainees.. Effect of gender and area were checked. Total 188 B.Ed. Trainees were selected from the B.Ed. colleges affiliated with Hemchandracharya North Gujarat University, Patan. To know Examination anxiety of B.Ed. Trainees self prepared Examination anxiety scale was used. On the basis of the score obtain by the trainees mean, standard deviation and t-values were calculated for data analysis. Effect of type of gender and area found on examination anxiety is affecting variable on examination anxiety of trainees.

Keyword : Examination Anxiety, B.Ed. Trainees

1.0 INTRODUCTION

Examination anxiety is type of performance anxiety-a feeling someone might have in a situation where performance really count or when pressure's on to do well. 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 can bring a physical problems and disturbance in body. Trainees might feel shaky, sweaty; feel their heart beating quickly as they wait for the test to be given out. 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?

Exam 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 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.**

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

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

- + Behavioral changes: tense movements, losing focus of actions, less coordinated movements, nail biting walking faster than normal
- + Physical symptoms: dry mouth, headache, upset stomach, sweaty palms, Increased heart rate, shortness of breath, diarrhea
- + Social changes: avoidance of friends and family, social withdrawal
- + Emotional changes: depression, fear, anger, frustration, discouragement, panic, hopelessness, worry,

Trainees of B.Ed. Colleges 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 trainees. Each teacher expects 100% result in his or her subject. The other members of the family also force to get first class. Trainees sometimes get frustrated and commit suicide. Sometimes the examination anxiety affects the physical and mental health of the trainees. If the problem of examination anxiety and its effects are understood, suggestions can be given to teachers and parents for the better future of B.Ed. trainees.

2.0 STATEMENT OF THE PROBLEM

A Study of the Examination Anxiety among the B.Ed. Trainees

3.0 OBJECTIVES OF THE STUDY

The Objectives of the study are as followings:-

1. To Prepare examination anxiety scale for B.Ed. Trainees.
2. To Study the effect of gender on Examination anxiety of B.Ed. Trainees.
3. To Study the effect of area on Examination anxiety of B.Ed. Trainees.

4.0 HYPOTHESIS OF THE STUDY

The Hypothesis of the study are as followings:-

Ho₁ : There will be no significant difference between mean score of examination

anxiety of male and female B.Ed. Trainees.

Ho₂ : There will be no significant difference between mean score of examination

anxiety of urban and rural area B.Ed. Trainees.

Ho₃ : There will be no significant difference between mean score of examination

anxiety of male and female trainees of urban area.

Ho₄ : There will be no significant difference between mean score of examination

anxiety of male and female trainees of rural area.

5.0 RESEARCH METHOD

The Survey method used to know examination anxiety of B.Ed. trainees.

6.0 POPULATION

All the Gujarati Medium Students pursuing their B.Ed. Course in colleges affiliated to Hemchadracharya North Gujarat University, Patan during academic year 2018-19.

7.0 SAMPLE OF STUDY

Total 133 teacher trainees were selected for the present study using random sampling and multi stage sampling method. Total three colleges were selected for the present study. Details of sample given in table-1.

**Table-1
Sample of the Study**

Sr. No.	Name of the College	Gender		Total
		Male	Female	
1	Swami Vivekanand Sarvodaya Bank Education College, Mehsana	12	34	46
2	L. N. Patel College of Education, Kalyanpura	29	37	66
3	Smt. B. V. P. P. College of Education, Vadu	24	52	76
Total		65	123	188

8.0 TOOL OF STUDY

The researcher had prepared 'Examination Anxiety Scale'. The researcher classified examination anxiety of the trainees: (1) Anxiety during examination (2) Anxiety before examination (3) Anxiety after

examination. Total 40 statements were considered for the scale.

9.0 Method of Data Analysis

In the present study, Mean, standard Deviation and t-test were used for testing of null hypothesis.

10.0 Testing of Null Hypothesis

**Table-2
Mean, SD, SE_D, t-value according to Gender**

Gender	No. of Trainees	Average	S.D.	Mean Diff.	SE _D	t-value	Significant Level
Male	65	155.39	36.82	11.33	5.51	2.06	0.05
Female	123	166.72	34.16				

As per Table-2, it was found that the calculated t-value 2.06 is more than 't' table value 1.96 at 0.05 level, it means Ho₁ is rejected at 0.05 level. Hence

there is significant difference between male and female on the score of examination anxiety.

Table-3
Mean, SD, SE_D, t-value according to area

Gender	No. of Trainees	Average	S.D.	Mean Diff.	SE _D	t-value	Significant Level
Urban	86	168.61	35.03	15.91	5.17	3.08	0.01
Rural	102	152.7	35.68				

As per Table-3, it was found that the calculated t-value 3.08 is more than 't' table value 2.58 at 0.01 level, it means Ho₂ is rejected at 0.01 level. Hence

there is significant difference between urban and rural area trainees on the score of examination anxiety.

Table-4
Mean, SD, SE_D, t-value according to gender of urban area

Urban Area	No. of Trainees	Average	S.D.	Mean Diff.	SE _D	t-value	Significant Level
Male	34	163.55	32.11	4.08	7.35	0.56	NS
Female	52	167.63	35.08				

As per Table-4, it was found that the calculated t-value 0.56 is less than 't' table value 1.96 at 0.05 level, it means Ho₃ is accepted. Hence there is no

significant difference between male and female trainees of urban area trainees on the score of examination anxiety.

Table-5
Mean, SD, SE_D, t-value according to gender of rural area

Rural Area	No. of Trainees	Average	S.D.	Mean Diff.	SE _D	t-value	Significant Level
Male	31	149.3	33.88	2.69	7.32	0.37	NS
Female	71	151.99	34.25				

As per Table-5, it was found that the calculated t-value 0.56 is less than 't' table value 1.96 at 0.05 level, it means Ho₄ is accepted. Hence there is no significant difference between male and female trainees of rural area trainees on the score of examination anxiety.

(5) Male and female trainees of rural area having equal level of examination anxiety. Thus, gender of rural area trainees is not affecting variable to examination anxiety.

10.0 FINDINGS OF THE STUDY

- (1) Half of the students of sample having medium level of exam anxiety.
- (2) Female trainees having higher examination anxiety than male trainees. Thus, gender is affecting variable to exam anxiety of B.Ed. Trainees.
- (3) Trainees of urban area having higher examination anxiety than trainees of rural area. Thus, area is affecting variable to exam anxiety of B.Ed. Trainees.
- (4) Male and female trainees of urban area having equal level of examination anxiety. Thus, gender of urban area trainees is not affecting variable to examination anxiety.

11.0 CONCLUSION

In conclusion, the current study indicated about examination anxiety of B.Ed. trainees. This Study may be very useful to the faculty of B.Ed. colleges, teachers, parents and counselors to guide trainees for their future.

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