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EXAMINATION ANXIETY AMONG HIGH SCHOOL STUDENTS

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ABSTRACT
This study examined exam anxiety among 106 randomly selected high school students from government, self-financing, and aided schools using a normative survey method. Data were collected via the Westside Test Anxiety Scale (Driscoll, 2004) and analyzed with SPSS IBM 23. Results showed extremely high anxiety levels (scores 40–50). Anxiety was negatively correlated with family type and academic marks. Regression analysis identified marks as the only significant predictor, explaining about 9% of the variance in anxiety,
KEY WORDS: *Examination Anxiety, High School Students*

INTRODUCTION

Examination anxiety, which is characterized by excessive worry, physical symptoms (such as perspiration and rapid heartbeat), confused thinking, and emotional stress, is a common issue that can have a severe impact on students' academic performance and mental health. Understanding the underlying causes is critical for improving learning results and student well-being. This study looks at the prevalence and form of exam anxiety among final-year high school students. It investigates the psychological, cognitive, and environmental aspects that contribute to anxiety, as well as the relationship between good study practices and anxiety levels. The overarching goal is to provide solutions for reducing exam stress and increasing academic accomplishment.

SIGNIFICANCE OF THE STUDY

Analyzing test anxiety is critical for understanding its psychological influence on students and how it affects academic achievement, mental health, and overall well-being. Identifying contributing variables and at-risk students allows for the development of targeted assistance and interventions. This research can help to improve teaching methods, exam design, and coping tactics like relaxation exercises and cognitive-behavioral approaches. Furthermore, the findings might inform educational practices that enhance student mental health and provide a more supportive, less stressful learning environment.

NEED OF THE STUDY

This research is critical for understanding the incidence and causes of examination anxiety, which has a major impact on students' academic performance and mental health, particularly during high-stakes exams. High levels of anxiety can affect focus, memory, and exam results, as well as contribute to long-term mental health disorders such as stress and depression. By identifying key factors such as study habits, parental pressure, and learning styles, researchers can create focused interventions such as relaxation techniques, cognitive-behavioral strategies, and support groups. The study also aids in early identification of at-risk students, allowing for prompt and personalised support.

STATEMENT OF THE PROBLEM

The area of the study selected by the investigator is "**A Study On Analysis Of Examination Anxiety Among High School Students.**"

OPERATIONAL DEFINITION

- **High school Students**: High school students are individuals enrolled in an educational institution at the secondary education level, typically covering grades 9 through 12 in many educational systems. These students are generally between the ages of 14 and 18
- **Examination Anxiety:** The score obtained by the high students in **Westside Test Anxiety Scale by Richard Driscoll (2004).**
- **Academic Achievement:** Half yearly marks of the high school students**.**

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OBJECTIVES

1. To evaluate the total Examination Anxiety of high school students.
2. To measure the Examination Anxiety of high school students and their relationship with subsamples.
3. To predict Examination Anxiety of high school students.

HYPOTHESIS

1. The total Examination Anxiety of high school students is high.
2. There is no significant relation between Examination Anxiety of high school students and their relationship with subsamples.
3. There is no significant predictor of Examination Anxiety of high school students

METHODOLOGY

The normative survey method is adopted in the current study. This research technique seeks to describe and interpret current conditions, practices, processes, trends, and effects. In summary, it is an attempt to analyse, interpret, and report on the current level of Examination Anxiety among high school pupils. This study used Richard Driscoll's Westside Test Anxiety Scale (2004). This scale contains ten elements on a 5-point scale. (Appendix 1).106 students from various high schools in the Cuddalore district were chosen using random sampling methods. This study includes 55 male and 51 female students from 106 samples. Descriptive analysis, differential analysis, multiple correlation, and regression analysis were performed using IBM SPSS23.

ANALYSIS OF THE LEVEL OF EXAMINATION ANXIETY OF HIGH SCHOOL STUDENTS

Table 1
Percentage Analysis Of Examination Anxiety Score

S.No	Examination Anxiety	Score	N	Percentage
1	Comfortably low test anxiety	10—19	7	6.6
2	Normal or average test anxiety	20—24	2	1.9
3	High normal test anxiety	25—29	3	2.8
4	Moderately high	30—34	3	2.8
5	High test anxiety	35—39	15	14.2
6	Extremely high anxiety	40—50	76	71.7
		Total	106	100

The above table .1 shows that71.7 % of high school students Examination Anxiety score is Extremely high anxiety (40—50), 14.2 % of high school students Examination Anxiety score is High test anxiety (35—39), 6.6% of high school students Examination Anxiety score is Comfortably low test anxiety (10-19), 2.8% of high school students Examination Anxiety score is Moderately high (30—34), 2.8% of high school students Examination Anxiety score is Moderately high (25—24) and2% of high school students Examination Anxiety score is Normal or average test anxiety (20—29).**Thus, the high school students Examination Anxiety score is** Extremely high (40—50)**.**

ANALYSIS OF THE LEVEL OF EXAMINATION ANXIETY SCORE OF ENTIRE AND SUBSAMPLES

Evaluating the degree of high school students Examination Anxiety for both the full sample and selected sub-samples is one of the study's key goals. For both full and sub samples, the mean Standard deviation values have been computed. which comprise the students enrolled in high school were considered as the population and sample. Sub-samples were considered for School type, Gender, Age, Medium, Mothers Qualification, Fathers Qualification, Parental Occupation, Parental Income, No Of Family Members and Family Type.

Table 2. Mean And Standard Deviation Of Examination Anxiety

Variable	N	Mean	STD
Examination Anxiety	106	39.61	8.00

The above table 2 shows the mean score and standard deviation of high school students Examination Anxiety are found to be 39.61and 8.00respectively. It is concluded that the high school students Examination Anxiety are High (35-39).

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Table 3 t-Test Showing the Relationship Between Examination Anxiety And Their Personal Variables							
S.No	**Variable**		**N**	**Mean**	**Std.**	**t**	**Result**
1	Gender	Male	55	39.18	9.61	.575	NS
		Female	51	40.08	5.86		
2	Age	16	71	39.28	9.25	.606	NS
		17	35	40.29	4.55		
3	Medium Of Instruction	Tamil	35	40.29	4.55	.606	NS
		English	71	39.28	9.25		
4	No Of Family Members	1-5	89	40.20	7.07	1.751	NS
		6-10	17	36.53	11.53		

1. Male and female high school students exhibit same levels of examination anxiety.
2. High school pupils aged 16 and 17 exhibit similar levels of examination anxiety.
3. High school pupils in Tamil and English mediums experience similar levels of examination anxiety.
4. High school pupils with 1-5 or 6-10 family members experience the same level of examination anxiety..

Table 4 f-Test Showing the Relationship Between The Examination Anxiety And Their Personal Variables							
S.No		**Variable**	**N**	**Mean**	**Std.**	**f**	**Result**
5	School Type	Aided	36	38.94	9.48	0.246	NS
		Private	35	39.63	9.13		
		Govern	35	40.29	4.55		
6	Mothers Qualification	Illiterate	8	42.38	4.50	2.017	NS
		School	90	39.80	7.65		
		College	8	34.75	12.65		
7	Fathers Qualification	Illiterate	52	38.85	7.90	0.479	NS
		School	53	40.38	8.18		
		College	1	39.00	-		
8	Parental Occupation	Daily Wages	87	39.34	8.03	0.549	NS
		Self-Employment	16	41.44	6.24		
		Business	3	37.67	16.20		
9	Family Type	Nuclear	90	40.61	6.49	8.569	S
		Joint	10	30.30	14.15		
		Single Parent	6	40.17	6.59		
10	Half Yearly Marks	200-300	17	44.18	2.24	86.66	S
		301-400	75	41.76	3.34		
		401-500	13	23.15	9.06		
		501-600	1	15.00	-		

5. High school students from diverse school types experience similar levels of examination anxiety.
6. High school pupils with diverse mother qualifications experience similar levels of examination anxiety.
7. High school pupils with various father qualifications experience similar levels of examination anxiety.

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8. High school pupils with varied parental occupations experience similar levels of examination anxiety.
9. Examination anxiety varies across high school pupils with different family types.
10. High school pupils have varied levels of examination anxiety based on their grades.

Table 5
Correlation between Personal variables and Examination Anxiety

S.No	Personal variables	Correlation Score
1	School type	0.069
2	Gender	0.056
3	Age	0.059
4	Medium	-0.059
5	Mothers Qualification	-0.186
6	Fathers Qualification	0.090
7	Parental Occupation	0.044
8	No of Family Members	-0.169
9	Family Type,	-0.194*
10	Marks	-0.713**
Note: * - significant at 5%level**-- significant at 1%level		

Table 5 showed that the coefficient of correlation between the Examination Anxiety of high school students and their School type ,Gender, Age, Medium, Mother Qualification, Father Qualification, Parental occupation, Family members, Family Type is found to be 0.069, 0.056.0.059, -0.059,-0.186, 0.090, 0.044 and -0.169 are not significantly correlated at 0.05% level. The coefficient of correlation between the Examination Anxiety of high school students and their Family Type and Marks found to be -0.194 and -0.713 are significantly correlated negatively at 0.05% level. It is concluded that there is negative significant correlation between Examination Anxiety of high school students and their Family Type and Marks.

Table 6
Stepwise Regression of Total Examination Anxiety and Its Personal Variables

Model		Un-standardized Coefficients		Standardized Coefficients	r	Sr^2	Structure Coefficient
		B	Std. Error	Beta			
	(Constant)	69.526	2.934				
1	Marks	-10.034	.967	-.713	-.713	0.508	0.998
Note. The dependent variable- Examination Anxiety, R^2=0.509, Adjusted R^2=0.504, Sr^2 is squared semi-partial correlation, F(1, 105)= 107.699.							

Table 6 presents a stepwise multiple regression analysis using variables such as school type, age, gender, medium, parental education and occupation, family structure, and marks to predict examination anxiety among high school students. As shown in Table 5, only family type and marks had significant correlations with exam anxiety. The final model, reached in one step, retained only marks as a significant predictor, F(1, 105) = 107.699, p < .001, explaining about 9% of the variance (R^2 = 0.087, Adjusted R^2 = 0.069). Marks showed the strongest influence, uniquely accounting for approximately 99% of the explained variance, indicating they are a key predictor of exam anxiety..

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CONCLUSION

The study indicated that 16-year-old male students from English medium schools, with school-educated parents earning ₹50,000 per day, living in nuclear homes of 1-5 members, and obtaining 301-400 marks, experience extraordinarily significant test anxiety. Family type and markings had a substantial negative link with anxiety levels. These findings underline the critical need for education system reforms, notably in lowering the stress associated with traditional high-stakes exams. • Allowing students to select academic streams based on their interests, ability, and learning styles. Recommendations include using online tests for a more flexible and less stressful assessment approach. Implementing continuous evaluations to reduce pressure and promote consistent learning. Implementing a grading system to decrease score stigma and increase self-esteem. Allowing students to select academic streams based on their interests, ability, and learning styles. Such changes can dramatically reduce exam anxiety, promote mental health, and boost academic achievement among high school students.

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