

Examination Anxiety and Academic Achievement among Prospective Teachers

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Abstract

The research employs a descriptive methodology and utilizes a survey approach. The sample consists of 150 prospective teachers (75 male and 75 female) selected from ten schools using a simple random sampling technique. Data collection was carried out using the self-made examination anxiety questionnaire and the t-test was applied for data analysis. The results indicate that there is no significant difference in examination anxiety between male and female prospective teachers. However, there is no significant difference in prospective teachers is observed between male and female prospective teachers.

Keywords: Examination Anxiety, Academic Achievement and Prospective Teachers

Introduction

Examination anxiety and academic achievement are crucial aspects of a student's academic journey, particularly for prospective teachers who are preparing for future roles in education. Examination anxiety refers to the stress, fear, and nervousness experienced by students before or during exams, which can negatively impact their academic performance. For prospective teachers, this anxiety can be especially challenging, as it may not only affect their exam results but also their confidence and preparedness to enter the teaching profession. Academic achievement, on the other hand, is a key indicator of a prospective teacher's readiness and competence. Understanding the relationship between examination anxiety and academic achievement is essential for developing strategies to support prospective teachers in managing anxiety and achieving their full academic potential.

Examination anxiety is a significant issue among prospective teachers, as it can greatly impact their academic performance and overall well-being. This type of anxiety is characterized by feelings of worry, fear, and nervousness before or during an examination. For those training to become teachers, this anxiety can be particularly challenging, as it not only affects their ability to perform well in exams but also their confidence in their future teaching roles.

When prospective teachers experience high levels of examination anxiety, they often struggle to concentrate on their studies, which can lead to inadequate preparation. This lack of preparation further

intensifies their anxiety, creating a cycle of worry and poor performance. Moreover, the pressure to succeed in exams, combined with the expectations placed on them as future educators, can exacerbate these feelings of anxiety.

In addition to affecting academic performance, examination anxiety can also have negative consequences on the mental and physical health of prospective teachers. They may experience symptoms such as headaches, insomnia, and even depression, which can further hinder their ability to perform well academically. Furthermore, this anxiety may lead to a decrease in self-esteem, making it harder for them to see themselves as capable and effective teachers in the future.

Addressing examination anxiety is crucial for prospective teachers, as it can help them develop the skills and confidence needed to succeed in their teaching careers. Techniques such as stress management, time management, and relaxation exercises can be beneficial in reducing anxiety levels. Additionally, support from peers, mentors, and educators can play a key role in helping prospective teachers navigate the challenges of examination anxiety, ensuring they are well-prepared for both their exams and their future roles as educators.

Academic Achievement among Prospective Teachers

Academic achievement among prospective teachers is a critical factor that influences their future success in the teaching profession. It reflects not only their knowledge and understanding of the subject matter but also their ability to apply educational theories and practices in real-world classroom settings. High academic achievement is often seen as a marker of a teacher candidate's readiness to effectively educate and inspire students, as well as their potential for professional growth and development.

For prospective teachers, academic achievement is closely tied to the rigorous training and education they undergo in their teacher preparation programs. These programs are designed to equip them with the necessary pedagogical skills, content knowledge, and educational philosophies needed to excel in their future careers. Success in these programs often requires a deep commitment to learning, strong time management skills, and the ability to critically analyze and synthesize information.

Moreover, academic achievement among prospective teachers is not just about grades or test scores; it also encompasses their ability to engage in reflective practice, collaborate with peers, and demonstrate a commitment to continuous learning. Teachers who excel academically are more likely to be confident in their teaching abilities, stay updated with the latest educational trends, and be adaptable in diverse classroom environments. This, in turn, enhances their effectiveness as educators and their ability to positively impact student learning outcomes.

However, achieving academic success in teacher preparation programs can be challenging due to the demands of coursework, field experiences, and the need to balance these with personal responsibilities. Prospective teachers must develop resilience, seek support from mentors, and engage in self-directed learning to overcome these challenges and achieve academic excellence. Ultimately, high academic

achievement among prospective teachers sets a strong foundation for their careers, enabling them to enter the teaching profession with the skills, knowledge, and confidence necessary to make a meaningful difference in the lives of their students.

Need and Significance of the study

Examinations have become one of the most stressful events for students, often leading to significant anxiety. When students harbor an intense fear of underperforming in exams, they develop what is known as examination anxiety. This condition is characterized by an overwhelming concern about forthcoming exams, a fear of being judged, and a deep unease about the possible outcomes. Examination anxiety is often rooted in irrational thoughts about the exams and their results, leading to unreasonable beliefs, unrealistic expectations, and catastrophic thinking about potential failures.

Title of the study

The present study is conducted on:

Examination Anxiety and Academic Achievement among Prospective teachers

Definition of key terms

Examination Anxiety

‘Some anxiety or tension before an examination is helpful; but exam anxiety is when tension or nervousness around test time is so high that it has a negative effect on our performance.’

Academic Achievement

‘Academic Achievement refers to performance in school or college in a standardized series of educational tests.’

Prospective teachers

‘Those who are undergoing full time teacher education programme of one year duration after securing their first degree are termed prospective teachers’.

Objectives of the study

Following are the major objectives of the present investigation.

1. To find out the difference between male and female prospective teachers in examination anxiety.
2. To find out the difference between male and female prospective teachers in academic achievement.
3. To find out the relationship between examination anxiety and academic achievement of prospective teachers.

Hypotheses of the study

On the basis of the objectives already stated the following hypotheses are formed for the investigation.

1. There will be no significant difference between male and female prospective teachers in examination anxiety.
2. There will be no significant difference between male and female prospective teachers in academic achievement.
3. There will be no significant relationship between examination anxiety and academic achievement of prospective teachers.

Review of related literature

Anamika Kumari (2024) studied ‘**Secondary School Students Examination anxiety and academic achievement.**’ Students, the future of our nation and the agents of change in our societies, are flourishing and thriving in the educational institutions. They progress through a series of institutions facing changes time to time and year to year in schools, classes, teachers, peers, environment and activities. These changes may either help in developing abilities and skills to deal with the demanding situations and standards or vex or trouble them. Failure to negotiating these challenges can lead to stress and anxiety issues, retardation in educational achievements, school refusal or dropout. The aim of the present article is to determine the level of examination anxiety and academic achievement of secondary school students and to study examination anxiety in context to their academic achievement. A sample of 200 students was selected by random sampling technique from 10 Govt. and Private Secondary schools of Bhagalpur city in Bihar state. Pie diagram was plotted for graphic representation and F-value was calculated for one way analysis of variance. This study reveals that there is significant difference in examination anxiety of students of different academic achievement levels.

Janette U. Shukla (2013) conducted a study of the ‘**Examination Anxiety among the Secondary School Students in the Context of some Variables**’. There is no significant effect of gender and standard on the examination anxiety of students. There is significant effect of area and educational achievement on the examination anxiety of students. There is no significant effect of interaction between gender and standard, gender and area, gender and educational achievement, standard and area, standard and educational achievement on the examination anxiety of students. There is significant of interaction between area and educational achievement on the examination anxiety of students. There is no significant effect of interaction among gender, standard and area; gender, standard and educational achievement on the examination anxiety of students. There is significant effect of interaction among standard, area and educational Achievement; among gender, area and educational achievement on the examination anxiety of students. There is significant effect of interaction among gender, standard, area and educational achievement on the examination anxiety of students.

Methodology adopted for the study

Normative survey method is concerned with the phenomena that are typical of the normal conditions. It is one of the most commonly and widely used methods of descriptive research in behavioral sciences. This method can tell clearly what exists at present by determining the nature and degree of existing conditions. Therefore the investigator has selected the survey method to suit the requirements of the present study.

Variables of the study**Independent Variables**

Examination Anxiety

Dependent Variable

Academic Achievement

Tools employed for the collection of data

- For Examination Anxiety Self-made Inventory
- Achievement test scores

Statistical technique used

The researcher used Mean, Standard Deviation and 't' test and F-test for statistical analysis of data and for testing the hypotheses.

Data analysis and interpretation**Hypothesis-1**

There will be no significant difference between male and female prospective teachers in examination anxiety.

Table-1
Mean, SD, t-value of male and female prospective teachers in examination anxiety

Gender	N	Mean	S.D	't' Value	Level of significance
Male	75	34.15	3.22	0.398	Not significant
Female	75	33.92	3.83		

Table-1 compares the difference between Mean Scores on prospective teachers in examination anxiety. The calculated 't' value works out to 0.398 as against its table value 1.96 for 148 degree of freedom at 0.05 level of significance. Since the calculated t-value is lesser than minimum significant t-value at 0.05. Higher mean 34.15 is in favour of the male prospective teachers as compared to the lower mean 33.92 of

female prospective teachers. This result suggests that the difference between mean scores of male and female prospective teachers on examination anxiety do not differ significantly at 0.05 level of significant.

It shows that the hypothesis (H_{01}) is rejected and it is concluded that male and female prospective teacher on examination anxiety are significantly associated with each other.

Hypothesis-2

There will be no significant difference between male and female prospective teachers in academic achievement.

Table-2

Mean, SD, t-value of male and female prospective teachers in academic achievement

Gender	N	Mean	S.D	't' Value	Level of significance
Male	75	41.56	3.02	1.039	Not significant
Female	75	41.04	3.11		

Table-2 compares the difference between Mean Scores on prospective teacher's academic achievement. The calculated 't' value works out to 1.039 as against its table value 1.96 for 148 degree of freedom at 0.05 level of significance. Since the calculated t-value is lesser than minimum significant t-value at 0.05. Higher mean 41.56 is in favour of the male prospective teachers as compared to the lower mean 41.04 of female prospective teachers. This result suggests that the difference between mean scores of male and female prospective teachers on academic achievement do not differ significantly at 0.05 level of significant.

It shows that the hypothesis (H_{02}) is rejected and it is concluded that male and female prospective teacher on examination anxiety are significantly associated with each other.

Findings of the study

1. There is no significant difference between boys and girls in their examination anxiety (t -value - 0.398).
2. There is no significant difference between boys and girls in their academic achievement (t-value = - 1.039)

The above findings have led to arrive at certain valid conclusions regarding the present study. The present study shows that there is a significant negative correlation between examination anxiety and academic achievement of prospective teachers with respect to their background variables such as sex. The

results reveal that a negative correlation exists between examination anxiety and academic achievement. This means when the examination anxiety becomes higher the academic achievement will be very low and when the examination anxiety becomes low the academic achievement will be very high. Thus the conclusions provide a clear picture about the different variables used in the study.

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