



RELATIONSHIP BETWEEN EXAMINATION ANXIETY AND SOCIO-ECONOMIC STATUS OF SECONDARY SCHOOL PUPILS

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ABSTRACT

Examination occupies an important place in education. All the educational efforts put forth both by our teachers and students in schools and colleges are positively oriented to the passing of examinations. Performance in examinations is valued in terms of marks or grades which provide a basis for the selection of a course or a job, the distribution of awards, scholarships, etc.

KEYWORDS: influence performance, equivalent correlations, socio-economic status - occupation.

1.INTRODUCTION:

One of the factors which influence performance in the examination is 'anxiety'. Even though the students who receive same type of instruction in class and put equal amount of efforts into their studies, their performance in examinations differ considerably from pupil to pupil due to examination anxiety. Socio-economic status influence both the study habits and the performance in examination.

2.OBJECTIVES OF THE STUDY:

1.To estimate the relationship between examination anxiety and socio-economic status.

2.To test whether the equivalent correlations obtained for the two sex groups and rural and urban groups differ significantly.

3.To find out the relationship between examination anxiety and each of the components of the socio-economic status - occupation, income and education of parents.

3.HYPOTHESES:

1.There will be a significant relation between examination anxiety and socio-economic status.

2.There will not be any

significant difference between the correlation obtained for

a.Boys and girls.

b.The rural and the urban subjects

3.Examination anxiety is significantly related to the different components of socio-economic status variables.

4.In the case of each component of socio-economic status, there will not be any significant difference between the correlation obtained for

a.Boys and girls

b.The rural and the urban subjects



4. METHODOLOGY:

4.1. Sample:

The study was conducted with a sample of 800 students of standard IX drawn from 10 schools of Raichur and Gulbarga districts in Karnataka. In selecting the sample due representation was given to school efficiency, school location, school type, type of management and sex groups.

4.2. Tools:

The investigator employed

1. The Examination Anxiety Scale to measure examination anxiety have been developed and standardised by B.S. Rastogi and
2. The Kerala Socio-economic Scale to measure socio-economic status. Both the scales have been developed and standardised by AS. Nair.

TABLE-1

The value of 'r' showing the relationship between examination anxiety and socio-economic status (total sample, boys and girls, urban and rural subjects)

Sl. No.	Variables	Boys	Girls	Rural	Urban	Total Sample
1	Examination Anxiety and Parental Education	-0.3269	-0.3795	-0.3102	-0.2990	-0.3711
2	Examination Anxiety and Parental Occupation	-0.2426	-0.2814	-0.2301	-0.2104	-0.3289
3	Examination Anxiety and Parental Income	-0.2644	-0.2932	-0.2623	-0.1746	-0.3943
4	Examination Anxiety and SES	-0.4400	-0.3470	-0.3951	-0.3102	-0.3901
5	Sample Size	400	400	480	320	800

5. ANALYSIS AND INTERPRETATION:

The investigator made use of correlation coefficients, test of significance and shared variance for the analysis of collected data.

TABLE 2
Comparisons of equivalent correlations obtained for sub samples

Sl. No.	Sub Sample size	Sample exam anxiety and parental education	'r' between Ratio	Critical exam anxiety and parental education	'r' between Ratio	Critical exam anxiety and parental occupational	'r' between Ratio	Critical exam anxiety and parental income	'r' between Ratio	Critical
1	Boys	400	-0.3269	0.8460	-0.2426	0.7050	-0.2644	0.4230	1.6921	
2	Girls	400	-0.3795		-0.2814		-0.2932		-0.3470	
3	Rural Subjects	480	-0.3120	0.2760	0.0724	-0.0724	0.3623	-0.3623	1.2420	
4	Urban Subjects	320	-0.2290		-0.2104		-0.1746		-0.3102	

This table shows that the relationship between examination anxiety and SES and examination anxiety and components of SES (i.e., parental income, parental education and parental occupation) is found to be significant for boys, girls, rural subjects and urban subjects.

The relationship is found to be negative for girls, boys, rural subjects, urban subjects and for total samples. This indicates the inverse relationship between examination anxiety and SES, i.e., when SES measures, examination anxiety decreases and vice versa.

This table shows that the obtained critical ratios for boys and girls and for rural and urban subjects are found to be less than 1.96. Hence the difference between correlation of boys and girls and for rural and urban subjects (when EA and SES and its different components are compared) is not significant. Therefore we can conclude that not only examination anxiety and SES but also examination anxiety and components of SES do not change according to sex and locale of the subjects.

6. FINDINGS OF THE STUDY

The study showed that all the four hypotheses set for the study are substantiated.

1. There is significant relation between examination anxiety and S.E.S. for the total sample and for the relevant sub groups.
2. There is no significant difference between the correlation obtained for boys and girls and the rural and urban subjects.
3. Examination anxiety is significantly related to the different components of SES, viz parental education, parental income and parental occupation.
4. In the case of each component of S.E.S, there is no significant difference between the correlation obtained for boys and girls and rural subjects and urban subjects.

7. EDUCATIONAL IMPLICATIONS:

1. The study revealed that there is significant relation between examination anxiety and each of the components of socioeconomic status. So the teacher must take special care to understand the socio-economic conditions of each student in class in order to eventually be able to reduce the amount of examination anxiety of his students.
2. Special individualized instructional programmes for socially and economically backward groups should be introduced so that they can be enabled to perform on par with the privileged group.
3. The curriculum makers must take this knowledge into consideration while preparing curricula.
4. Description of a curriculum, instructional objectives, teaching and teacher behaviour will have to be altered in terms of this new understanding.

5. Summative evaluation will have to be conducted frequently so that students can better their performance in examinations and face examination without any fear.

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