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Singh Saumya
M.Sc. Scholar, School for Home
Science, HDFFS, BBAU Vidya
Vihar, Raebareli Road Lucknow,
Uttar Pradesh, India

Singh Neetu
Assistant Professor, School for
Home Science, HDFFS, BBAU
Vidya Vihar, Raebareli Road
Lucknow, Uttar Pradesh, India

An evaluation of examination phobia in across gender among high school students

Singh Saumya and Singh Neetu

Abstract

Examination phobia is one of the most common psychological disorders in school-aged children and adolescent's worldwide. It is associated with substantial negative effects on children's social, emotional and academic success. Specific effects include poor social and coping skills, often leading to avoidance of social interactions, loneliness, low self-esteem, perceptions of social rejection, and difficulty forming friendships. Importantly, school avoidance, decreased problem-solving abilities, and lower academic achievement have also been noted as consequences. This study was carried out in government and private school in Lucknow city. This study on 120 boys and girls who belonging to high school student were selected from wards of Lucknow. The approaches adopted for the study was cross sectional for the duration of the studies was 11 months (July 2017-2018). The tool in this study pre-designed and pre-tested questionnaire, and for assess the examination phobia in high school students, stress scale for student used for transition period: use developed by Lina Bartkiene. In result there is positive correlation examination phobia and performance outcome.

Keywords: Examination phobia, psychological disorder, social rejection

Introduction

Examination phobia is one of the most common psychological disorders in school-aged children and adolescent's worldwide. It is associated with substantial negative effects on children's social, emotional and academic success. Specific effects include poor social and coping skills, often leading to avoidance of social interactions, loneliness, low self-esteem, perceptions of social rejection, and difficulty forming friendships. Importantly, school avoidance, decreased problem-solving abilities, and lower academic achievement have also been noted as consequences. Examination phobia has Cognitive, Emotional and Physiological components. Cognitive components include: thinking of failure, worrying about possible outcomes, lack of confidence, Feeling of excessive mental pressure, Suicidal ideation, Negative self talk, etc. Emotional components include: Tension, Apprehension, Nervousness, Depression, Frustration, etc. According to Sylvia (2005), "Fear of examination is viewed as a State having considerable significance for academic performance". D. Ruwan M. Jayantunge (2008) defined, "Examination phobia as a self damaging factor which negatively affects the student and their performances. The student is unable to give maximum productivity and the end result would be critical". Examination phobia is real and destructive. It is very natural as well as healthy way to approach examination. Examination pressure, to some degree is needed for the students for ensuring them to perform better, but too much pressure for obtaining high marks by the parents and teachers sometimes becomes barrier for developing mental blockage and low performance.

Objective: To correlate exam phobia & examination outcomes.

Materials and Methods

The cross-sectional research design was used for the study. This study was carried out with the high school students of the Lucknow city. A total of 120 samples were selected from Lucknow city. In the selection of sample it was divided into two groups as N=60 boys, N=60 girls from the schools of Lucknow city. In the conducting this research multistage random sampling technique was used for the study.

Correspondence
Singh Saumya
M.Sc. Scholar, School for Home
Science, HDFFS, BBAU Vidya
Vihar, Raebareli Road Lucknow,
Uttar Pradesh, India

From the selected schools, one hundred twenty girls/boys were selected randomly for assessing their level of anxiety. “Stress scale for student” developed by Lina Bartkiene were using for assessing the level of anxiety among high school children.

Result and Discussion

Table 1: Distribution of performance outcome of the respondents according to gender.

Gender	Performance outcome of the Respondent			
	1-2 rank	Top10	Just pass	Total
Male	18.3%(11)	33.3%(20)	48.3%(29)	100%(60)
Female	36.7%(22)	26.7%(16)	36.7%(22)	100%(60)

The above table showed that 18.7 percent male and 36.7 percent female respondents were belonging to 1-2 rank where as 33.3 percent male and 26.7 percent female respondents were belonging to Top 10 rank another 48.3 percent male and 36.7 percent female respondents were belonging to just pass.

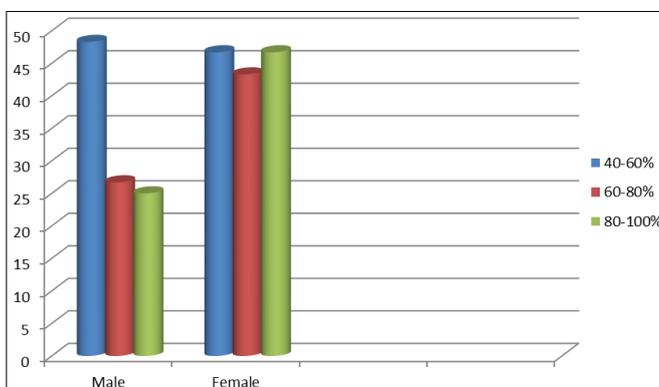


Fig 1: Distribution of performance outcome of the respondent according to gender:

The above Fig showed that 48.3 percent male and 46.7 percent female respondents were belonging to 40-60 percent where as 26.7 percent male and 43.3 percent female respondents were belonging to 60-80 percentage another 25.0 percent male and 46.7 percent female respondents were belonging to 80-100 percentage.

Conclusion

Everybody experiences fear or anxiety in life, but the threshold differs from individual to individual. When the fear or anxiety is strong and irrational this can be considered as phobia. Examination phobia is very common in children from primary to higher level these days. It is experienced by more or less every student which is very painful and is a state of uneasiness about the future uncertainties. Though difficult, but it can be defined as some changes in behaviour associated with the feeling of being examined in written test related to courses of study.

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