

A comparative study of Examination Phobia among Boys and Girls in Rural and Urban area of H. Sc. School

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Abstract: Examination phobia is one of the most common psychological disorders in school-aged children and adolescents 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 is a kind of anxiety which relates to the impending danger from the environment of the academic institutions including teacher and certain subjects. It is a mental feeling of uneasiness or distress in reaction to a school situation that is perceived negatively. Examination Phobia is not a bad thing. It is true that the high level of anxiety interferes with concentration and memory which are critical for academic success. However, without any anxiety, most of us would lack the motivation to study for exams, write papers or do daily homework.

The determination and aim of this study is to make all round development of human child. On the contrary to it, a real fact is that only education is not capable to provide all the aims to the man in modern age. Thus we have to search what reasons are there to this fact? Now we have many scopes as subject, curriculum, teaching method, pattern of education, methods of discipline , teacher, teaching behavior and relationship and methods of doing a valuation etc . In this study the researcher did the effort to find out the significance differences of examination phobia among boys and girls in rural and urban area of H. Sc. School .

Introduction

Education is a process through which efforts are made to change the thinking and behavior of an individual in desirable direction. In order to how much objectives has been achieved, it is measured through conducting test on students. This process of testing is called examination.

Examinations are a source of inspiration. It is the time for demonstration of abilities of students as well as the teachers. As such, examinations are necessary at periodic intervals so as to take corrective actions for any failures. Examinations are necessary and no educational system can be complete without examination.

At the same time it is an admitted fact that some students get fearful of examination. Some fall ill before starting of examination, due to fear. For student's fear for examination, psychologists use different term like-Examination Phobia, Fear of Exam, Anxiety etc.

Examination Phobia among student of H.Sc.

Nowadays we can see that the pressure of examination increased in the student of

secondary level. Secondary level is an important sub-sector of the entire educational system.

Causes

The causes of examination phobia is very much related with the surrounding, atmosphere, and biological condition in which a student grows up. Besides, all these factors directly or indirectly have an influence on the moral aspect of the students which result in the development of examination phobia among the students. However, certain important causes for examination phobia is as given below:

- Exam anxiety
- Putting a lot of pressure on oneself
- Excess pressure from the parents group
- Unprepared for the examination
- Teacher's pressure-
- Tough Competition

Symptoms of Exam Phobia

Many people experience stress or anxiety before an exam. In fact, a little nervousness can actually help you perform your best. When this distress becomes so excessive that it actually interferes with performance on an exam, it is known as test anxiety. As per the psychologist, all the symptoms has been divided in three categories.

These categories are :

- Physical symptoms
- Cognitive and behavioral symptoms
- Emotional symptoms

Treatment

The Medical Approach:

If exam pressure really gets out of hand and your child is no longer capable of performing under the pressure of the exam, you may want to make an appointment with your local doctor to discuss this issue. It is reasonably common for young people to be prescribed beta blockers to help combat the immediate effects of exam pressure.

Herbal Treatments:

There are also many traditional herbal remedies for anxiety that have been used for centuries in many parts of the world. Some of the better known herbs for anxiety include Kava, Magnolia bark, Phellodendron bark, and Passionflower.

Prevention :

Now, after going through the causes of examination phobia it will be much easier to analyze what we can do for prevention or, to overcome it. These guidelines things will be much easier and simpler for prevention.

Objectives of the study

Research objectives set the purpose and focus of your research with the fundamental question that will be addressed.

OBJECTIVES :

- The objectives of the problems are, ‘ to measure causes related to examination phobia among boys student at Rural area’s H.Sc.level
- To measure causes related to examination phobia among girls student at Rural area’s H.Sc.level
- To measure causes related to examination phobia among boys student at Urban area’s H.Sc.level
- To measure causes related to examination phobia among girls student at Urban area’s H.Sc.level
- To do comparison of the causes related to examination phobia between boys and girls of Rural & Urban area’s student

Variable

Variables of this study are –

Dependent Variable : Examination Phobia

Independent Variable : Boys and girls (students)

Hypothesis

In the problem the **null hypothesis** are:

1. Examination phobia among the student of H.Sc.level at urban and rural area has no significance.
2. Examination phobia in the student of H.Sc. level at urban area among boys and girls has no significance.
3. Examination phobia in the student of H.Sc.level at rural area among boys and girls has no significance.
4. Examination phobia among the student of H.Sc.level in boys at urban and rural area has no significance.
5. Examination phobia among the student of H.Sc.level in girls at urban and rural area has no significance

Scope/Area of the study

The experience of examination phobia can be very different from teen to teen because everyone deals with examination phobia and stress in his or her own way. What may be overwhelming level of anxiety for one teen may be a normal day for another. For some teens exam phobia can become unmanageable. When this occurs, there is a need of professional advice, as it left untreated can have serious consequences.

Delimitation and area of the problem

The present study 'A comparative study of Examination Phobia among boys and girls in rural and urban area of H.Sc.School' has been delimited by the following consideration :

1. The study is delimited to the student of H.Sc. School.
2. Four school has been selected from urban area in Raipur Dist.
3. Four school has been selected from rural area in Raipur Dist.
4. 64 children from the urban area will be there, among them 32 boys and 32 girls have been selected.
5. 64 children from the rural area will be there, among them 32 boys and 32 girls have been selected.

RESEARCH DESIGN

In this study, 'The comparative study of examination phobia among boys and girls student of H.Sc. level in Rural and Urban area' , **Survey method (descriptive method)** has been selected. In which the questionnaire has been used to collect the data.

Selection Of Tools

For the present study the investigator has adopted Examination Phobia Scale. The tool is used to measured Examination Phobia among Boys and Girls in Rural and Urban area of H.Sc.School. The tool has been standardized on a sample of 128 students. The tool is comprehensive between boy and girl student.

Testing and proving Hypothesis

Hypothesis 1.

Examination phobia among the student of H.Sc. level at urban and rural area has no significance.

This table represents the Mean, S.D. and C.R. of Examination Phobia of students at Urban and Rural area:

Student	Number	Mean	S.D.	C.R.	Sig./Not Sig.
Urban	64	12.62	3.38	1.82	0.05 level
Rural	64	13.37	2.32		Not Significant
df = 126					

Here, there are two samples taken from urban and rural schools. Samples of 128 students were selected randomly. From the above table it can be revealed that the mean of urban students is 12.62 and mean of rural students is 13.37. And S.D. of urban students is 3.38 and in rural it is 2.32. C.R. value is calculated, to see the difference is significant or not. C.R. value is 1.82 and 126 df value of t or C.R. at 0.05 level, the table value is 1.97 . As the calculated value is 1.82, which is less than table value. **Thus, the hypothesis is accepted.**

Findings : Examination Phobia is a type of anxiety. And the comparison on the basis of area, has no impact on the students of H.Sc. **Thus, it has been accepted that examination phobia among the student of H.Sc. level at urban and rural area has no significance.**

Hypothesis 2.

Examination phobia in the student of H.Sc. level at urban area among boys and girls has no significance.

This table represents the Mean, S.D. and C.R. of Examination Phobia of urban students among boys and girls :

Student	Number	Mean	S.D.	C.R.	Sig./Not Sig.

Boys	32	12.43	3.04	3.32	0.01
Girls	32	14.56	3.54		Significant
df = 62					

Here, there are two samples taken from urban schools. Samples of 62 students were selected randomly. From the above table it can be revealed that the mean of Boy students is 12.43 and mean of Girl students is 14.56. And S.D. of Boy students is 3.04 and in Girls, it is 3.5.4. Than C.R. value is calculated to see the difference is significant or not.

C.R. value is 3.32 and for 62 df value of t or C.R. at 0.01 level the table value is 2.59 , and the calculated value is 3.32, which is more than table value. **Hence, the hypothesis is rejected.**

Findings : It is well known that the girls are suppose to be more sincere than the boys, so everybody's expectation makes them pressurized for good grades and the impact raised the examination phobia among them. **Thus, examination phobia in the student of H.Sc. level at urban area among boys and girls has significance.**

Hypothesis 3.

Examination phobia in the student of H.Sc.level at rural area among boys and girls has no significance.

This table represents the Mean, S.D. and C.R. of Examination Phobia of rural students among boys and girls:

Student	Number	Mean	S.D.	C.R.	Sig./Not Sig.
Boys	32	12.31	3.19	0.96	0.05 level
Girls	32	12.93	3.55		Not Significant
df = 62					

Here, there are two samples taken from rural schools. Samples of 64 students were selected randomly. From the above table it can be revealed that the mean of Boys students is 12.31 and mean of Girls students is

12.93. And S.D. of Boys students is 3.19 and in Girls, it is 12.93. Than C.R. value is calculated to see the difference is significant or not.

C.R. value is 0.96 and for 62 df value of t or C.R. at 0.05 level, the table value is 1.97, and the calculated value is 0.96, which is less than table value. **Thus, the hypothesis is accepted.**

Findings : Area does not do effect upon the problem of examination phobia among boys and girls. **Thus, examination phobia in the student of H.Sc.level at rural area among boys and girls has no significance.**

Hypothesis 4.

Examination phobia among the student of H.Sc.level in boys at urban and rural area has no significance.

This table represents the Mean, S.D. and C.R. of Examination Phobia of Boys students of urban and rural area:

Student	Number	Mean	S.D.	C.R.	Sig./Not Sig.
Urban	32	12.43	3.04	0.25	0.05 level
Rural	32	12.31	3.20		Not Significant
df = 62					

Here, there are two samples taken from urban and rural schools. Samples of 64 students were selected randomly. From the above table it can be revealed that the mean of Urban area’s boys students is ,12.43 and mean of rural area’s boys students is, 12.31. And S.D. of urban boys students is 3.04 and in rural boys students , it is 3.20.Than C.R. value is calculated to see the difference is significant or not.

C.R. value is 0.25 and for 62 df value of t or C.R. at 0.05 level the table value is 1.97, and the calculated value is 0.25, which is less than table value. **Thus, the hypothesis is accepted.**

Findings : Area does not do effect upon the problem of examination phobia among boys and girls. **Thus, examination phobia among the student of H.Sc.level in boys at urban and rural area has no significance.**

Hypothesis 5.

Examination phobia among the student of H.Sc.level in girls at urban and rural area has no significance.

This table represents the Mean, S.D. and C.R. of Examination Phobia of Girls students of urban and rural area:

Student	Number	Mean	S.D.	C.R.	Sig./Not Sig.
Urban	32	14.31	3.46	2.12	0.05 level
Rural	32	12.93	3.55		Significant
df =62					

Here, there are two samples taken from rural schools. Samples of 64 students were selected randomly. From the above table it can be revealed that the mean of urban Girls students is 14.31 and mean of rural Girls students is 12.93. And S.D. of urban girls students is 3.46 and in rural Girls, it is 3.55. Then C.R. value is calculated to see the difference is significant or not. C.R. value is 2.12 and for 62 df value of t or C.R. at 0.05 level the table value is 1.97, and the calculated value is 2.12, which is more than table value. **Thus, the hypothesis is rejected.**

Findings: Urban area's girls students are career oriented as compare to the rural area's girls students. They are more conscious regarding their results. Now a days competition level has been increased and everyone wants to come first. It is one of the reason for getting pressurized. Parents of the urban area's girls students, also very eager regarding their daughter's grading. It creates a pressure among them and exam pressure is the reason of examphobia. Thus they get more affected than rural area's girls students. **Thus, it is found that examination phobia among the student of H.Sc.level in girls at urban and rural area has significance.**

Suggestion

Suggestions to tackle the problem of examination phobia amongs the students of higher secondary for parents and teachers:

- Relaxation techniques
- Bio feedback (to control stress and muscle tension)
- Family Therapy
- Parents Training
- Meditation
- Create the healthy atmosphere for students to do study.

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