EXAMINATION ANXIETY AMONG SECONDARY SCHOOL STUDENTS IN RELATION TO LEARNING ENVIRONMENT

A Dissertation Submitted to the

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In partial fulfillment of the requirement for the award of degree of

Master of Education

By

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DECLARATION

I do hereby declare that the dissertation entitled "**EXAMINATION ANXIETY AMONG SECONDARY SCHOOL STUDENTS IN RELATION TO LEARNING ENVIRONMENT***"* Submitted in partial fulfillment of the requirement for the award of the degree of M. Ed. is entirely my original work and all ideas and references have been duly acknowledged. It does not contain any work that has been submitted for the award of any other degree or diploma of any university.

Date:.....

Ramanpreet Kaur

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CERTIFICATE

This is to certify that Ramanpreet Kaur has completed her dissertation entitled **"EXAMINATION ANXIETY AMONG SECONDARY SCHOOL STUDENTS IN RELATION TO LEARNING ENVIRONMENT"** under my guidance and supervision. To the best of my knowledge, the present work is the result of his original investigation and study. No part of the dissertation has been submitted for any other degree or diploma to any other university. The dissertation is fit for submission for the partial fulfillment of the requirements for the award of M.Ed. degree.

Date: ----------

Signature
Dr. Kundan Singh
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ABSTRACT

This study was conducted to investigate examination anxiety among secondary school students in relation to learning environment. Descriptive survey method was used in this study to obtain pertinent and precise information. The objectives of the study were to study the levels of examination anxiety among secondary school students; to study the levels of learning environment of secondary school students; to analyze the difference between male and female secondary school students in their examination anxiety; to explore the difference between rural and urban secondary school students in their examination anxiety; to analyze the difference between male and female secondary school students in their learning environment; to explore the difference between rural and urban secondary school students in their learning environment; to analyze the relationship between examination anxiety and learning environment of secondary school students. The investigator selected 400 secondary school students as a sample by using stratified random sampling from Jalandhar district. For collecting data the investigator used Students' Examination Anxiety Test developed by Dr. Madhu Agarwal and Miss Varsha Kaushal and Learning Environment Inventory developed by Dr. Rampal Singh. For the purpose of drawing results the investigator used statistical techniques like mean, SD, t- test and coefficient of correlation. Pie charts and bar graphs were used for graphical representation. The results of the study revealed that low level of examination anxiety is possessed by 15.50% secondary school students, 67.75% secondary school students possess moderate level of examination anxiety and 16.75% secondary school students possess high level of examination anxiety; low level of learning environment is preferred by 13.50% secondary school students, 72.00% secondary school students preferred moderate level of learning environment and 14.50% secondary school students preferred high level of learning environment; Male secondary school students possess more examination anxiety as compared to female secondary school students; Urban secondary school students possess more examination anxiety than their counterparts rural secondary school students; Both male and female secondary school students give equal preference to learning environment; Rural and urban secondary school students give equal preference to learning environment; there exist significant negative relationship between examination anxiety and learning environment of secondary school students.

Keywords: *Examination Anxiety, Learning Environment and Secondary School Students.*

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CHAPTER-I

INTRODUCTION

Anxiety is a mixture of stress, pressure or fear. It reflects a combination of biochemical changes in the body, the patient's personal history, memory and social situation. Anxiety is a unique human experience. The anxiety that occurs in post-traumatic set of markers indicated that human memory is much more complicated mental function than animal memory. Moreover a large portion of human anxiety is produced by anticipation of future events, without a sense of personal stability over time. It is important to make a distinction between anxiety as experience and an anxiety disorder. Also a person facing a clear and present danger or realistic fear is to usually consider being in a state of anxiety. Anxiety is a feeling like being nervous. It brings a physical symptom, such as quick shallow breathing, rapid heartbeat, tightening of the stomach. It is the opposite of relaxation. Anxiety can bring on physical ailments, stomach aches, ulcers, hypertension and just feeling tense, uneasy and upset. Many people learn to deep slow breathing to help calm the mind and feel more relaxed.

An anxiety disorder still, involves an inappropriate state of arousal characterized by feeling of stress or fear. The word is derived from the Latin word angere, which means 'to choke' or 'strangle'. The anxiety response is often not triggered by a real threat. For some people the examination period is an extremely stressful and anxious time. Stress can cause medical problems or reduce the efficiency of exam performance. Of course, most people have some anxiety reactions to examinations. The task is to know if we ourselves are the ones who have such excessive anxiety that it affects our exams and life a whole. Butterflies in the stomach and worrying thoughts - 'Will I be able to answer the questions?' Have I done enough revision?' - are indications of exam nerves that are probably familiar to all students. But too much anxiety can block thoughts, create a negative frame of mind, and lead to panic and potentially poor exam performance. There are number of things you can do to help manage exam anxiety and turn uncomfortable, panic thoughts into more tension.

There are different types of anxiety like panic disorder, obsessive compulsive disorder, post-traumatic stress disorder, social anxiety disorder, specific phobias and examination anxiety.

For some students examination time is really stressful and restless moment. Stress can cause medical problems or reduce the efficiency of exam performance. Mostly students have some anxiety effect to examinations. The task is to recognize if we ourselves are the ones who have such too much anxiety that it affects our exams and being as a complete. Examination anxiety is the experience of intense fear before a feelings and behaviors.

Anxiety is a crucial, physical response that society need to pay attention to anxiety. It is for creature to survive, and is also important for nation. Anxiety (also called tension) is a psychological and physiological state characterized by touching cognitive and conduct constituent. The source meaning of the word anxiety is to irritate. At a lower level anxiety helps individuals to treat with a trouble position by encourage them to handle up and about with it excluding when stress become & plentiful it becomes a disorder.

The physical sensations involved are those of sensitive anxiety. Some examples include a racing heart, sweaty hands and shortness of breath. The fight response is our body's normal and adaptive response to threat. It is very useful when it occurs in the appropriate context, for example, in the face of physical danger. It can help to increase our attention to the warning and enhance effective performance. However, it is not so useful when the threat we are faced with is psychological. The thoughts engaged in examination anxiety typically include negative predictions about performance or the physical sensations being experienced; for example, 'I'm going to fail', 'I can't do this', 'My heart is pounding so fast I can't concentrate'. The feelings involved are of panic or fear and the behavioral component is avoidance. A number of factors contribute to examination anxiety.

Test or examination anxiety is a mixture of physiological over stimulation pressure and somatic warning signs, horror fear of crash, and catastrophizing, that happen to and through examination or test situations. It is a physiological situation in which people experience great stress, anxiety and feeling tense. This anxiety creates significant obstacles to learning. Research suggests that high levels of exciting regret have a direct correlation to diminish advanced largely student dropout rates. Test anxiety can have broader consequences, a student's social, emotional development.

Examination anxiety is customary amongst the student populations of the world. It has been deliberate officially since near the beginning 1950s beginning with researchers George Mandler and Seymour. Sarason's brother, Irwin G. Sarason, then contributed to premature exploration of examination anxiety, illustrated the relationship between the paying attention effects of examination anxiety, other alert forms of anxiety.

Examination anxiety can also be marked as defensive anxiety, appraisal anxiety. Some anxiety is classic and frequently helpful to stay mentally and physically aware when one experiences too much anxiety, it can result in emotional distress, difficulty concentrating, and touching worry. Anxiety resulting from the sense of threat then disrupts awareness and recollection meaning. Researchers suggest that between 30 to 40 percent of students experience examination anxiety. Students who experience examination anxiety lead to be easily preoccupied throughout an exam, experience difficulty with comprehending relatively simple directions, and have trouble recalling relevant information**.**

Symptoms of Examination Anxiety:

- **Physical Symptoms**: irritation, acute sweating, dumpiness of lungful of air, fast heartbeat, light-headedness etc. examination anxiety can lead to a fright bother, which is the abrupt onset of powerful horror
- **Emotional Symptoms:** position of irritation, helplessness is general emotional responses to test or examination anxiety.
- **Cognitive Symptoms:** Difficulty directed, thinking negatively and comparing ordinary symptoms of test or examination anxiety.

Examination Anxiety Consists of:

Physiological Over Arousal: Physiological symbols include headaches, stomach pains, sickness, diarrhea, excessive sweating, shortness of breath, light-headedness or fainting,

fast heartbeat and waterless mouth. Test anxiety can also lead to panic attacks, in which the student may have a sudden intense fear, difficulty breathing, and extreme anxiety.

Worry and Dread: This includes catastrophic expectations of darkness and trouble, stress of failure, casual views, emotions of inadequacy, self-criticism, negative self-talk, disturbance and comparing oneself unfavorably to others.

Cognitive: poor concentration, going empty and freezing, misunderstanding, and bad organization. The inability to concentrate leads to impaired act on exams. toying during or complete avoidance of the exam. Students often report blanking out even though they have studied suitably for the exam.

Emotional: low self-esteem, depression, anger and a feeling of hopelessness.

The Different Types of Test or Examination Anxiety:

1) One type of test anxiety is somatic, which is what you are feeling.

2) The second type of test anxiety is cognitive, which is what you are thinking.

Caueses of Test or Examination Anxiety:

a. Test or examination anxiety is a learned behavior.

b. The suggestion of grades and personal value causes test anxiety.

c. Test or examination anxiety can come from a touching of a lack of control.

d. Test or examination anxiety can be caused by a teacher embarrassing a student.

e. Being placed into course above your ability can cause test anxiety.

f. Test or examination anxiety develops from fear of hostility from parents, family and peers due to poor grades.

g. Test or examination anxiety can be caused by timed tests and the anxiety of not finishing the test, even if can do all the problems.

Wine (1971) conducted a study and found that high level of anxiety results in low level of achievement. When examination anxiety occur the individual's behavior and physiology are affected. The presence of physiological factors like sweating, fast

breathing are disturbance in the the capacity to change and organize rational idea are the examples during exam.

Sarson (1984) explored that high exam anxious students performed more poorly when achievement was emphasized. Exam anxiety students are more likely to experience task extraneous worry responses that interfere with the performance during examination. Because of negative, self centered worry responses are incompatible with good performance.

Wigfield (1984) conducted a study to impact impact of school achievement on examination anxiety. Test or examination anxiety is one of the most vital aspects of negative motivation and has direct weakening effects on school performance.

Baker (1997) conducted a study to identify crisis and psychological depression among university youth. It was found that when students get enrolled in the university they have to face so many changes and stress or anxiety because every university life has it is own requirements and those students who are enable to face the challenges then it can become the cause of academic problems. The mostly tricky problem who effect the student is psychological problems. That is why there is a need to guide students to get adjusted for ignoring obstacle and for the achievements of aims.

Ngwoke et.al. (2000) conducted a study on influence of study skills on test or examination anxiety levels of senior secondary school students. A structured study skills inventory consisting of 29 items, a test or examination anxiety scale consisting of 32 items developed by the researchers and validated were administered to 400 senior secondary school class 5^{th} students who 200 boys and 200 girls in Nsukka Education Zone of Enugu State, Nigeria. The t-test statistics was used to test the null hypotheses at 0.05 probability level. There is need to educate parents and teachers on how to handle their wards bearing in mind individual differences.

Johnson (2001) conducted a study on the cognitive aspect of examination anxiety examined for psychometric persuade as evaluated to presented methods of test or examination anxiety. The innovative scale was found to be a reliable and valid measure of cognitive test or examination anxiety. The impact of cognitive examination anxiety and test procrastination were afterward evaluated on three course exams and student's self-reported performance on the academic Aptitude Test for 170 students. On

the other hand, even with before time studies employing unidimensional calculates of test or examination anxiety, there was observation that there were as a minimum two demonstrations of examination anxiety.

Abraham et. al. (2003) examined the anxiety of medical students when they conducted their first gynaecological examination. The students from two universities completed anonymous questionnaires providing measures of state and trait anxiety and anxiety and confidence feelings, before and after conducting their first bimanual and speculum examination. This took place during a structured, self-directed learning session and involved examination of a professional patient. Student's state anxiety was significantly elevated immediately before and fell to below baseline levels after the examination. Exam anxiety is a set of responses that includes excessive worry, depression, nervousness and irrelevant thinking, to a class for stimuli from an individual's experience of assessment/test and outcomes. It is experienced by many students while undertaking any exam. There are main four areas of reported stresses which contribute towards exam anxiety including the life style issues, lack of required information, studying style and psychological factors.

Stamm et. al. (2009) conducted a study and found that students whose test anxiety was measured completed a working memory intensive English exam with televised interruptions. Students were provided with apply intentions (Gollwitzer 1999) designed to either help them ignore the disturbance or attention more intently on the English exam. Regression analyses display that as test or examination anxiety improved, the effectiveness of temptation reducing apply intentions enlarged, while job facilitating implementation intentions increasingly damaged performance as examination anxiety increased.

Shahini (2011) conducted a study on work of assessing student's learning is difficulty. In sequence to judgement their work pointly, teachers used different techniques and devices, one of which is test or examination. As a result, many significant decisions are based on examination results. The study focused primarily on test or examination anxiety and its impact on learning, as well as its reasons and results on students. A test or examination anxiety scale followed by a set of questions was completed by a sample group of undergraduate students of University.

Asghari, (2012) conducted a study on examination or testing environment generates anxiety for a number of students counting the components of test or examination anxiety. Applying these contents as a whole with consideration of present views about test anxiety will broaden our knowledge in the area of test or examination anxiety. Test or examination anxiety is a form of social evaluation anxiety experienced by individuals in an assessment environment.

Okorodudu and Ossai (2012) conducted a study to investigate into the relationship between examination anxiety and the academic performance of 150 university qualification students in a psychology course. A relationship survey design was applied and data produced were analyzed with the Pearson Product Moment parallel coefficient and multiple decay guide. It was found that though there was a negative relationship between examination anxiety. Examination Anxiety, is a state of uneasiness, worry or feelings of uncertainty about a future evaluation program.

Attri (2013) conducted a study with a view to find out the academic anxiety and academic achievement of secondary school students. It was hypothesized that there exists a main variation in academic anxiety and academic achievement of male and female secondary school students. The statistical technique used was t-test. The findings of the present study revealed that there are major differences in academic anxiety and academic achievement of male and female secondary school students. The thought of anxiety is differentiated from fear because it is a common human response to stress.

Pesta (2013) investigated into various factors causing examination anxiety. It was found that it affects 20% of students in schools. Girls have shown to be more inclined to test or examination anxiety. Preceding research supports the claim that girls are more affected by test anxiety than boys.

Banga (2014) conducted a study on academic anxiety among high school students in relation to male and female. The researcher has studied academic anxiety among high school students in relation to male and female and category of family. He has explored that there is significant difference on the basis of these two factors.

LEARNING ENVIRONMENT

The teacher uses resources, routines, and procedures to provide a respectful, optimistic, protected, student-centered environment that is encouraging to learning.

Learning environment refers to the full collection of elements and activities within which learning occurs. Technically a learning environment relies on computer supported systems such as a learning management system, a mixture of different educational technologies, virtual environments. On the other hand, every form of instructional design representation has its personal method of defining the learning environment. The teacher uses resources, routines, and process to provide a respectful, positive, secure, student-centered environment that is helpful to learning.

The physical environment of school buildings and school grounds is major aspect in the overall safety of students, staff and guests. School buildings and grounds must be designed and maintained to be free of health and safety risks, and to promote learning. Studies have illustrate that students' achievement can be affected either positively or negatively by the learning environment. Policies and protocols must be in place to ensure food protection, cleanness, safe water supply, healthy air quality, proper lighting, secure playgrounds, strength prevention, and emergency response, among other concerns that relate to the physical environment of schools.

A healthy and safe learning environment implies as positive and greeting school temperature for all students. This elements incorporates a broad spectrum of concerns from the physical environment of the school building to the emotional well-being of students and staff the scope of origins can seem overwhelming but reminds us that even the smallest detail, can have an impact on students' ability to achieve academically. Attention to both the physical and social environment promotes safety, inclusiveness, academic support, well, interpersonal relationships, and autonomy from discrimination and abuse through:

1. Policies, procedures, application plans, and training for proof-based strategy interventions for students and staff.
2. School buildings, infrastructure, play grounds, structures, buses and equipment that meet present-day safety standards and are kept inviting, clean, safe and in good repair
3. Good citizenship as the result of alertness activities that engage students as contributors in respecting and sponsoring environmental health

4. A positive learning community ensuring that students, staff, parents and companions composition accepted, valued, and engaged.

Learning takes place within a social relationships as teachers and learners interact both formally and informally. Schools are institutional spaces for communities of learners, including both students and teachers. Play and brawl with one‘s peers on the school grounds, leisure time to sit on the desks and talk with friends during breaks, gathering together for morning assembly and other cheerful and significant events in the school, studies approved out in the classroom, anxious turning of pages before a class test, and trips made with one‘s classmates and teachers to places outside the school - all these are activities bringing the community together, giving it the character of a learning community. Still significant in giving the school its character, are the teachers and the headmaster, planning and carrying out daily routines, examinations and special events that mark the school calendar. In many respects this thread is almost unseen, yet everyone experiences its influence. Positive social relationships and attitudes about school are an important to the environment as are harmless and well-kept buildings and grounds. A secure, fresh, and well-maintained school with a optimistic psychosocial climate and culture can stand-in school connectedness, which in turn boosts student and staff health as well as student’s educational achievement.

The physical and aesthetic surroundings and the psychological atmosphere and culture of the school can effect student and staff self-esteem and health as well as students ‘academic achievement factors that influence the physical environment include the school building and the area surrounding it, any biological or chemical agents that are detrimental to health, and physical conditions such as temperature, noise, and lighting. The psychological environment includes the physical, emotional, and social conditions that affect the well-being of students and staff. A healthy learning environment is supports learning and contribute to the students ‘health by minimizing distractions that either threatens their mental or physical well-being. The environment should also promote expectations that all students can succeed. Policies and programmes should meet the needs of student and staff and must support these environments.

Computer world-wide networks have enabled a transform from contiguous learning groups to asynchronous distributed learning groups utilizing computer-supported collaborative learning environments. While communication and collaboration both are support the learning environment but these are not always positive about their working. This is focuses on causes which may reason this divergence, midpoint on two pitfalls that appear to hinder achieving the desired results, because the environment constructs it feasible and neglecting the psychological dimension of the desired social interaction. It increase the social interactions, belief, respect and belonging are created. It concludes with an assessment of educational techniques suggested by instructors and educators, as well as the results of educational researchers and guidelines for evading the pitfalls.

Positive Learning Environment Includes following

Honesty is a complete requirement in communications with patients, friends and hospital teams.

Respect for patients, students, friends, and occupants, other trainees and staff are also basic.

Responsibility for oneself and for one's exchanges with peers, patients, teachers and staff is the final component.

Impact of the Learning Environment:- Psychologists who have faithfully studied and researched classroom supervision have found that certain management practices have a clear influence on student getting.

Lichtenstein et al. (2000) conducted a study and found that heritable factors as well as environmental factors, such as trauma, vicarious learning and negative information, are reported to be important for differences in fearfulness and anxieties, at least in young children. These anxieties especially examination anxiety is developed in a child in his very childhood period.

Umek (2000) found that family environment influences various areas of children's development and learning. In his study he indicated that the maternal education is the strongest predictor of children's language competency. It was also determined the early entry into a high quality preschool is a factor that lessees the effect

of parental education on child's development and has a positive effect on the development of children whose parents has low level of education and express lower level of competence. It is essential that children receive as much help as can be from any quarter what gives concerned person hope and cause for some measure of optimum is that factor in home has a major role to play.

Rushton and Larkin (2001**)** conducted a study in which show among current choices in brain investigate of Developmentally Appropriate Practices to discover the implications for early childhood learning environments. New research on how the rising intelligence learns appears to stand out the significance of NAEYC's constructivist approach to early childhood education where environments are planned to gain the learner's attention, sponsor significant correlations with preceding understanding, and maximize together short and long-period memory through patterns and lively solving. Every special learner needs to feel encountered, but not stressful, so that stimulating experiences result in an exchange of plans and sponsor deeper thoughtful.

Ruismäkia et.al. (2004) conducted a study on a students who are uses the Internet as a learning environment in informal instrument learning. These researchers observed the students and they are studies guitar playing in an internet environment. The Internet as a learning environment is explored as a case study of an informal learner. The important part of the research is done through observing and the informant, student's description of a learning process.

Besson (2005) found that family environment in which one or both parents is a heavy alcohol user parents challenges to a child with normal intelligence, but may be especially put a deleterious to a child with mental retardation.

Chieu (2005) conducted a study on constructivism as a learning environment that shapes students constructing their own knowledge, based on previous knowledge. The present research aims to help drawing accurately constructivist and adaptive learning schemes. One fact often mentioned as being strongly appropriate to constructivism is cognitive flexibility, meaning the ability to suddenly restructure one's knowledge, in adaptive answer to essentially changing situational demands.

Akkoyunlu and Yilmaz (2006) conducted a study and explored that ICT have offered a compassionate learning environment for the development and use of various methods and tools. Blended learning is defined simply as a learning environment that combines technology with face-to-face learning. The results showed that the students take high rates of interest and enjoy in the blended learning by Face-to-face interaction with application of ICT and obtain high score. This result shows the importance of interaction with ICT for the success teaching learning process.

Hashim, Tasir and Mohamad (2007) investigated into the most popular technological approaches used is the e-learning environment. The usage of e-learning environment in education involves a wide range of types of students. Some adjustment needs to be implemented within the e-learning environment, based on the adaptability of the hearing impaired students consequently.

Kistow (2011) explored the experiences of postgraduate students moving from the traditional face-to-face delivery mode to a learning environment. Students expressed the view that the interaction with peers and networking chances were serious aspects of post graduate education in management and they chosen a blended learning environment where at least 54% of the programmed is offered through traditional classroom delivery.

Semukono and Arinaitwe (2013) Conducted a study on repeated bad presentation in quantitative course units with undergraduate students. The data were collected from 446 B.A. final students via face-to-face directed questionnaire survey, connection and analyses. It was found that students's attitude are positively associated with performance in quantitative courses. Management of universities should believe learning environment and student's attitude when determining possible changes to boost student's presentation in quantitative courses.

Schwier and Seaton (2013) conducted a study and found that on online learning environments were chosen as essences of formal, non-formal and informal learning contexts. Examining learning in online environments is extensive, but it is mainly focused on formal learning environments in higher education and on research of online discussions. Formal environments typically involve learners to connect each other online in precise, on the outside defined ways, where non-formal atmospheres force less

controls on learner actions, and informal environments impress even smaller amount still.

Korir (2014) examined that the impact of learning environment and peer influence on the student's academic performance. This study assessed school environment factors and peer influences in terms of the level of psychological impact they have on learners. This study was used a correlation research design where learning environment and peer influence constituted the independent variables whereas student's academic performance was the dependent variable. Questionnaires were used to collect data on the learning environment and the peer influence and school records were used to obtain students' academic performance. The data were analysed using multiple regressions. This study recognized that learning environment and peer influence made significant contribution to the students' academic performance.

1.3 SIGNIFICANCE OF THE STUDY:

Education is the all-around development of personality of the students. Examination is an important aspect of teaching-learning process. It aims at assessing all the aspects of personality of the students. In other words it can be said that examination is a

necessary evil. Educational process will be incomplete if there is no examination. Students feel anxious due to examination. Learning environment plays important role in learning of students. Learning environment should be congenial. In other words, it should be favorable to learning. Review of literature shows that there are a number of studies focusing on the variables examination anxiety and learning environment of the students separately. No study was found on both the variables in combination. Thus, the investigator found the gap in the corpus of knowledge. It motivated the investigator to study the examination anxiety and learning environment of secondary school students. The study is beneficial to the parents, teachers, examiners and heads of institutions in order to do their respective jobs in an effective and efficient way. The findings of the study are directly or indirectly beneficial to the students, their parents, teachers, administrators, counselors and mentors.

1.4 STATEMENT OF THE PROBLEM:

In the present study, "EXAMINATION ANXIETY AMONG SECONDARY SCHOOL STUDENTS IN RELATION TO LEARNING ENVIRONMENT." investigator have found out the examination anxiety among secondary school students and how learning environment influence it. Examination anxiety was studied as dependent variable, whereas learning environment was treated as independent variables.

1.5 OPERATIONAL DEFINITION OF TERMS

EXAMINATION ANXIETY

Examination anxiety is the behavioral changes related with the feeling of being examined including written tests related to courses of study, and examining health conditions and status. Personality variables, and environmental variables are correlates of examination anxiety.

In its operational terms, examination anxiety refers to high and low level of examination anxiety as measured by Students' Examination Anxiety Test (SEAT) developed by Dr. Madhu Agarwal and Miss. Varsha Kaushal (2010).

LEARNING ENVIRONMENT

Learning environment is defined as a combination of social, physical and emotional conditions that create the classroom experience. It includes classroom management procedures, as well as the way the space is organized, furnished and maintained.

In its operational terms, learning environment refers to high and low level of Learning Environment Inventory developed by the Dr. Rampal Singh (1987).

1.6 OBJECTIVES AND HYPOTHESES:

Objectives: Following objectives were realized in the study:

1. To study the levels of examination anxiety among secondary school students.
2. To study the levels of learning environment of secondary school students.
3. To analyze the difference between male and female secondary school students in their examination anxiety.
4. To explore the difference between rural and urban secondary school students in their examination anxiety.
5. To analyze the difference between male and female secondary school students in their learning environment.
6. To explore the difference between rural and urban secondary school students in their learning environment.
7. To analyze the relationship between examination anxiety and learning environment of secondary school students.

Hypotheses: Following hypotheses were tested in the present study:

1. There exists significant difference between male and female secondary school students in their examination anxiety.
2. There exists significant difference between rural and urban secondary school students in their examination anxiety.
3. There exists significant difference between male and female secondary school students in their learning environment.
4. There exists significant difference between rural and urban secondary school students in their learning environment.
5. There exists significant negative correlation between examination anxiety and learning environment of secondary school students.

1.7 DELIMITATIONS OF THE STUDY

1. The study was delimited to secondary school students of 10^{th} class.
2. The study was delimited to Jalandhar district of Punjab.

CHAPTER II

METHODOLOGY

Methodology of research plays very important role in the field of research. It is the way to investigate the research problem systematically. For the successful execution

of any research project, it gives various steps in conducting research is systematic and a logical way. Method and procedure deal with description of sampling technique, tools used, scoring and statistical technique used.

2.1 RESEARCH METHOD

Research method means a regular and systematic way of accomplishing something and procedure, a way of performing something. Frequently the term method and procedure are used interchangeably in research literature. The selection of suitable method is very important in order to get satisfactory results. Procedure is a particular course of action intended to achieve and method is a way of doing something especially in systematic way. Whenever a research work is supposed to be conducted, it is natural to adopt a proper plan or methodology. In order to realize the objectives of the study a systematic plan of work is essential to attack the problem. The selection of method and procedure for the research study depends upon the type and the scope of the problem. The investigator has to study the nature of the problem before finalizing the research methodology for it. The present chapter deals with description of method of data collection, types of tools used, sampling procedure and statistical techniques used to analyze data. The method and procedure was decided in accordance with the aims and objectives of the present study.

The method and the procedure are designed by keeping in mind the problem. The aim of the study is to know examination anxiety among secondary school students in relation to their learning environment. Keeping in mind the nature of the problem descriptive research method was followed. Descriptive research studies are designed to obtain persistent and precise information concerning the current status of phenomenon and, whatever possible, to draw valid general conclusions from the facts discovered.

2.2 SAMPLE

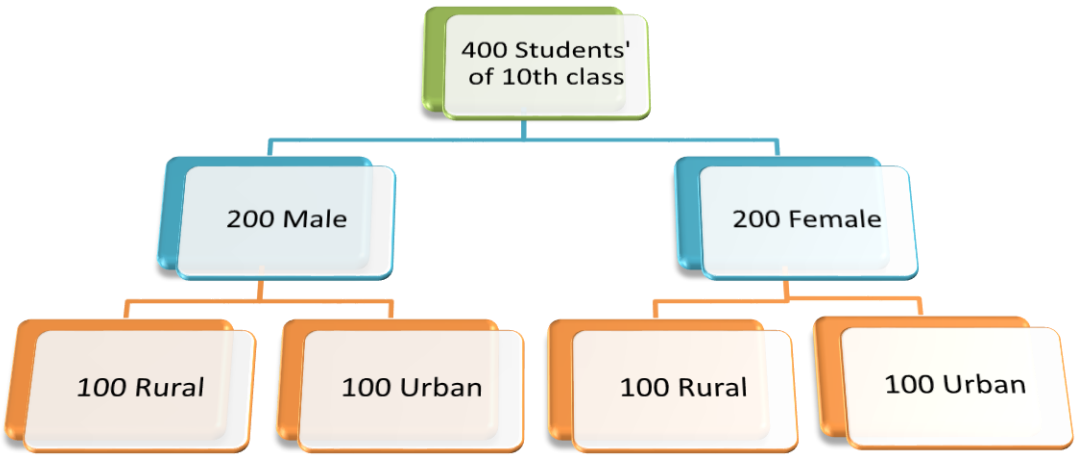
Investigator had taken the sample of 400 secondary school students. Sample was collected from Jalandhar district. In this study stratified random sampling method was used for the collection of data.

2.3 SAMPLE TECHNIQUE AND DESIGN:

Sample-Technique:

A sample of 400 students of 10th class were selected from secondary schools. It includes students of both the genders (namely male and female) and locality (namely rural and urban). Stratified random sampling technique was used to draw the sample.

2.4 SAMPLE DESIGN: Following sample design was used in the study:



2.5 TOOLS OF DATA COLLECTION:

Following tools were used in the present study**:**

1. Students Examination Anxiety Test (2010) developed by Dr. Madhu Agarwal and Miss Varsha Kaushal.
2. Learning Environment Inventory developed by Dr. Rampal Singh (1987).

2.6 DESCRIPTION OF EXAMINATION ANXIETY

Reliability

The internal consistency reliability was ascertained by adopting split half procedure (N=555) using Spearman Brown formula. The reliability coefficient of the test was found to be 0.87.

Validity

Two external criteria were employed to find validity of the test. These were-

I. Sinha's Comprehensive Anxiety Test (SCAT)

II. Ratings by friends.

The correlation between the scores of SEAT and SCAT was found 0.57 (N = 115) the correlation between SEAT scores and ratings by friends on a five point rating scale was found to be 0.89.

INSTRUCTIONS FOR ADMINISTRATION

1. The instructions printed on the test form may be read aloud by the examiner to the testee.
2. There is no fixed time limit. Usually an individual takes 12 to 15 minutes to complete the testee.

Scoring

The test can be scored by hand. Each "yes" response is indicative of anxiety hence one mark is divided for each "yes" response. The sum total of "yes" scores is the score of the individual.

Norms and Interpretation

The individual may be classified into one of the five categories on the basis of scored obtained on the test. An individual above 75^{th} percentile may be regarded as hyper anxious student. He may be in need of counseling and psychological help. The extremely low scores, below 25^{th} percentile indicate the person as under motivated. The middle group of scores would represent essentially normal individuals.

2.7 DESCRIPTION OF LEARNING ENVIRONMENT:

RELIABILITY

Split half reliability coefficient have been calculated on classes of each dimension which is given below:

Table 2.7.1 Reliability of Learning Environment Inventory

Sr. No	Dimension	Reliability
1	Cohesiveness	0.5
2	Diversity	0.4
3	Formality	0.53
4	Speed	0.55
5	Environment	0.58
6	Friction	0.67
7	Goal Direction	0.63
8	Favoritism	0.61
9	Cliqueness	0.66
10	Satisfaction	0.69
11	Disorganization	0.71
12	Difficulty	0.51
13	Apathy	0.58

14	Democratic	0.7
15	Competitiveness	0.54

VALIDITY

The validity for the inventory was established by following different tasks:-

- To know the Learning environment comprehensively for a particular class.
- To know the class room behavior of a particular teacher.
- To study the quantity and quality of proper socio-emotional atmosphere in a class.
- This is worth mentioning here that for pupil's achievement and prediction, study conducted in 1980 gave sufficient predictive correlation (r=.705) between pupil's achievement and class environment. If the square (R^2) of this is obtained than .498 will come, therefore learning environment can predict 50% information of class environment achievement. In other words, learning environment Inventory successfully predictor of pupil's achievement.

SCORING

Scoring of four alternatives follow system of 1, 2, 3 and 4. The statement wise score was transferred with the help of Table no.1 to obtain different competencies scores. There are 105 statements for measuring Learning Environment. In answer sheet four figures have been oriented in front of every statement. If you are totally disagree with the statement then circle the number 1. If you are partially disagree with the statement then circle the number 2. If you are agree with the statement then circle the number 3. If you are totally agree with the statement then circle the number 4. For answering the 105 statements, students get 40 minutes time.

Table 2.7.2 shows which number of items are related to which dimensions of class environment. Those items which are of negative item 'N' is given in front of item number. At the time of scoring the scores of negative items should be deducted from the total scores of each dimension.

Table No. 2.7.2 Dimensions of Learning Environment inventory

1	Cohesiveness	1	16	31	46	61N	76N	91
2	Diversity	2	17	32	47	62	77	92
3	Formality	3	18	33	48N	63	78	93
4	Speed	4	19N	34	49	64	79	94
5	Environment	6	21	36	51	66	81N	96
6	Friction	7	22	37	52	67	82	97
7	Goal Direction	8	23N	38N	53	68	83	98
8	Favoritism	9	24N	39	54	69	84	99
9	Cliqueness	5	20N	35	50	65	80	95
10	Satisfaction	10	25	40N	55N	70	85	100
11	Disorganization	11	26	41N	56	71	86	101
12	Difficulty	12	27	42N	57	72N	87N	102
13	Apathy	13	28	43	58N	73N	88	103N
14	Democratic	14	29	44N	59	74	89	104N
15	Competitiveness	15	30	45	60	75N	90	105N

2.8 DATA ANALYSIS TECHNIQUES:

Following data analysis techniques were used in the present study:

- Mean
- SD (Standard deviation)
- t- test
- Coefficient of correlation
- Percentage

CHAPTER –III

ANALYSIS AND INTERPRETATION

The present chapter includes statistical analysis of data, description and interpretation of the results in accordance with objectives of the study. Analysis and interpretation represents the application of inductive and deductive logic to the research process. Analysis of data is most important and crucial step in research process. The results and their interpretation is considered as the most important part of research work as it verifies the hypotheses and eventually leads to conclusions of study.

Analysis of data means studying the tabulated data in order to determine the inherent facts. It involves breaking up of the complex factors into simpler parts and putting them in new arrangement for the purpose of interpretation. To quote F. N. Kerlinger "Analysis of data means categorizing, ordering, manipulating and summarizing of data to obtain answer to research questions". The data analysis and interpretation have been presented under the following heads:

3.1 Results Pertaining to Levels of Examination Anxiety among Secondary School Students

3.2 Results Pertaining to Levels of Learning Environment among Secondary School Students

3.3 Results Pertaining to Difference between Male and Female Secondary School Students in their Examination Anxiety

3.4 Results Pertaining to Difference between Rural and Urban Secondary School Students in their Examination Anxiety

3.5 Results Pertaining to Difference between Male and Female Secondary School Students in their Learning Environment

3.6 Results Pertaining to Difference between Rural and Urban Secondary School Students in their Learning Environment

3.7 Results Pertaining to Relationship between Examination Anxiety and Learning Environment of Secondary School Students

3.1 Results Pertaining to Levels of Examination Anxiety among Secondary School Students

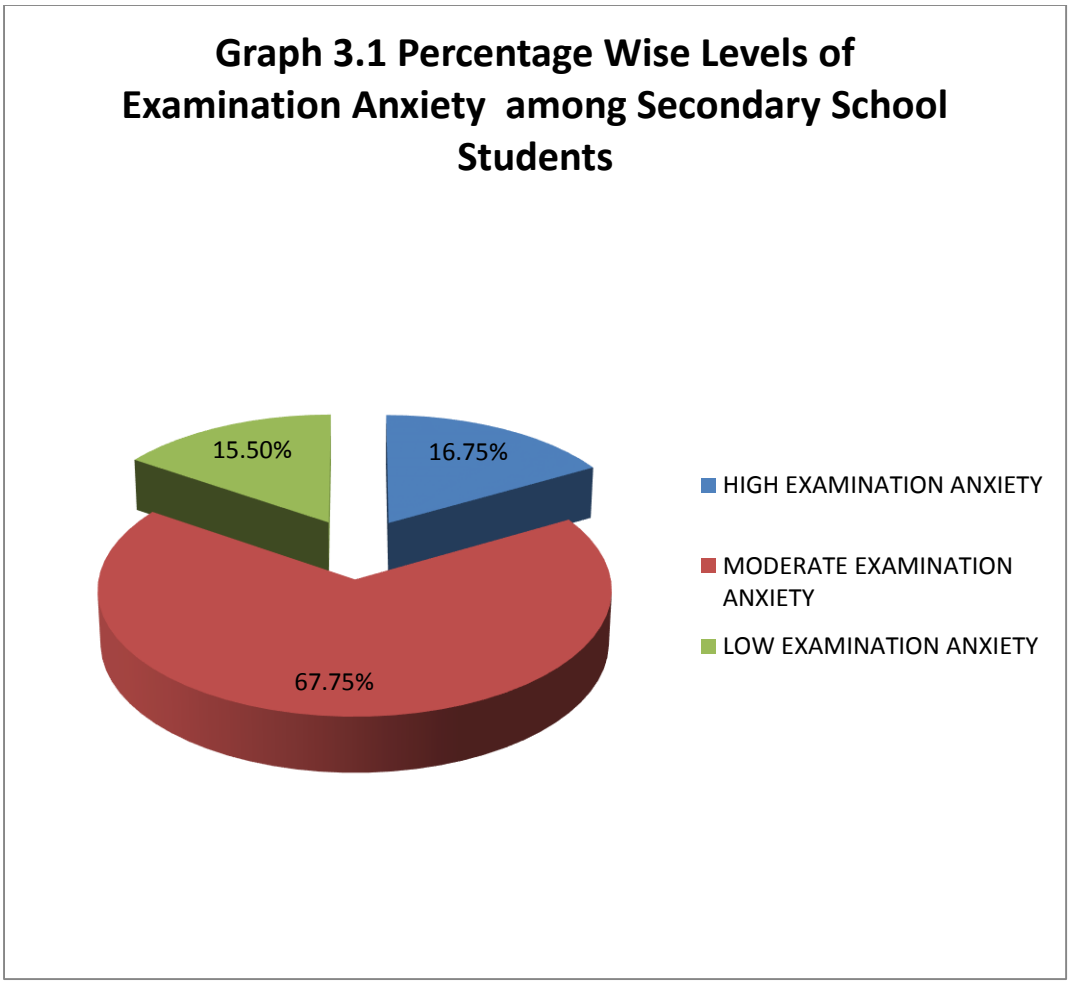
One of the objectives of the present study was to explore the levels of

examination anxiety among secondary school students. Mean score (M) and standard deviation (SD) of secondary school students for examination anxiety were calculated. Students who scored below M-1SD were considered as having low level of examination anxiety whereas students who scored above M+1SD were considered as having high level of examination anxiety. Those students whose scores were greater than M-1SD and less than M+1SD were considered as having moderate level of examination anxiety. Table 3.1 presents the summary of number and percentage of secondary school students with different levels of examination anxiety.

Table 3.1 Number and Percentage of Secondary School Students with Different Levels of Examination Anxiety

	Level	**No. of Students**	**Percentage**
Examination Anxiety	High	67	16.75%
	Moderate	271	67.75%
	Low	62	15.50%
	Total	**400**	**100.00%**

It is clear from table 3.1 that 16.75% secondary school students possess high level of examination anxiety; 67.75% secondary school students possess moderate level of examination anxiety and 15.50% secondary school students possess low level of examination anxiety. Graph 3.1 shows percentage wise levels of examination anxiety among secondary school student



3.2 Results Pertaining to Levels of Learning Environment among Secondary School Students

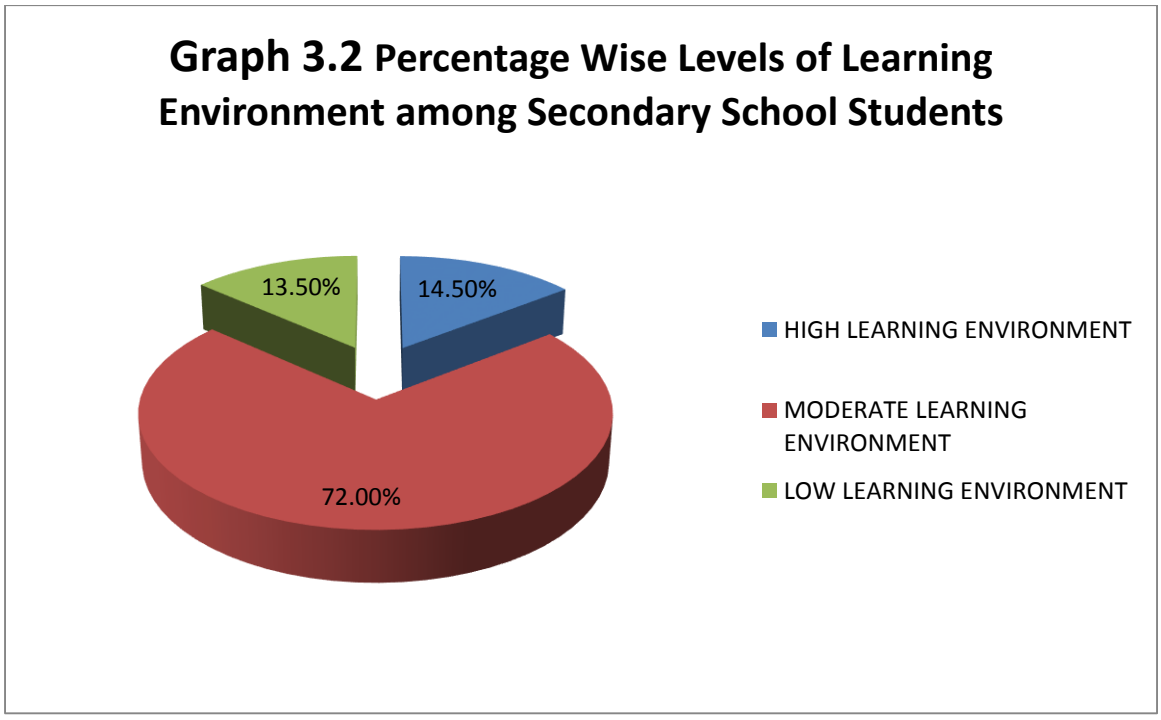
One of the objectives of the present study was to explore the levels of learning environment among secondary school students. Mean score (M) and standard deviation (SD) for learning environment of secondary school students was calculated. Students who scored below M-1SD were considered as having low level of learning environment whereas students who scored above M+1SD were considered as having high level of learning environment. Those students whose scores were greater than M-1SD and less than M+1SD were considered as having moderate level learning environment. Table 3.1 presents the summary of number and percentage of secondary school students with different levels of learning environment.

Table 3.2 Number and Percentage of Secondary School Students with Different Levels of Learning Environment

Learning Environment	Level	No. of Students	Percentage
	High	58	14.50%
	Moderate	288	72.00%
	Low	54	13.50%
	Total	**400**	**100.00%**

It is clear from table 3.2 that 14.50% secondary school students exhibit high level of learning environment; 72.00% secondary school students exhibit moderate level of learning environment and 13.50% secondary school students exhibit low level of learning environment.

Graph 3.2 shows percentage wise levels of learning environment among secondary school students.



3.3 Results Pertaining to Difference between Male and Female Secondary School Students in their Examination Anxiety

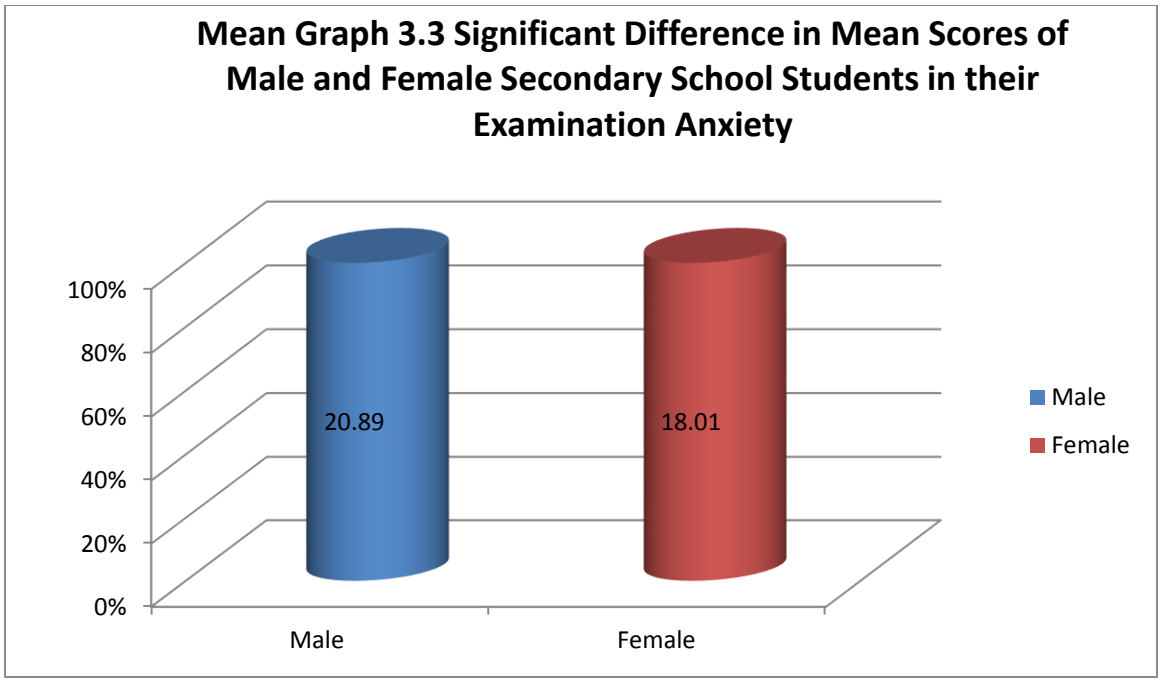
One of the objectives of the present study was to find difference between male and female secondary school students in their examination anxiety. Table 3.3 presents the summary of statistics computed for finding out the difference between male and female secondary school students in their examination anxiety.

Table 3.3 Mean Scores, SDs, N, df and t- value for Examination Anxiety of Male and Female Secondary School Students

	Gender	N	Mean Score	SD	df	t- value
Examination Anxiety	Male	200	20.89	5.42	398	5.25**
	Female	200	18.01	5.89		

NS Not Significant *Significant at 0.05 level **Significant at .01 level

It is clear from table 3.3 mean scores of male and female secondary school students in their examination anxiety are 20.89 and 18.01 respectively. The t- value for difference in mean scores of male and female secondary school students is 5.25, which is significant at .01 level. Further, it is clear from table 3.3 that mean score of male secondary school students (20.89) is greater than mean score (18.01) of female secondary school students. Hence, it may be analyzed that male secondary school students possess higher examination anxiety as compared to female secondary school students. Graph 3.3 shows significant difference in mean scores of male and female secondary school students in their examination anxiety.



3.4 Results Pertaining to Difference between Rural and Urban Secondary School Students in their Examination Anxiety

Table 3.4 presents the summary of statistics computed for findings out the significance difference between rural and urban secondary school students in their examination anxiety.

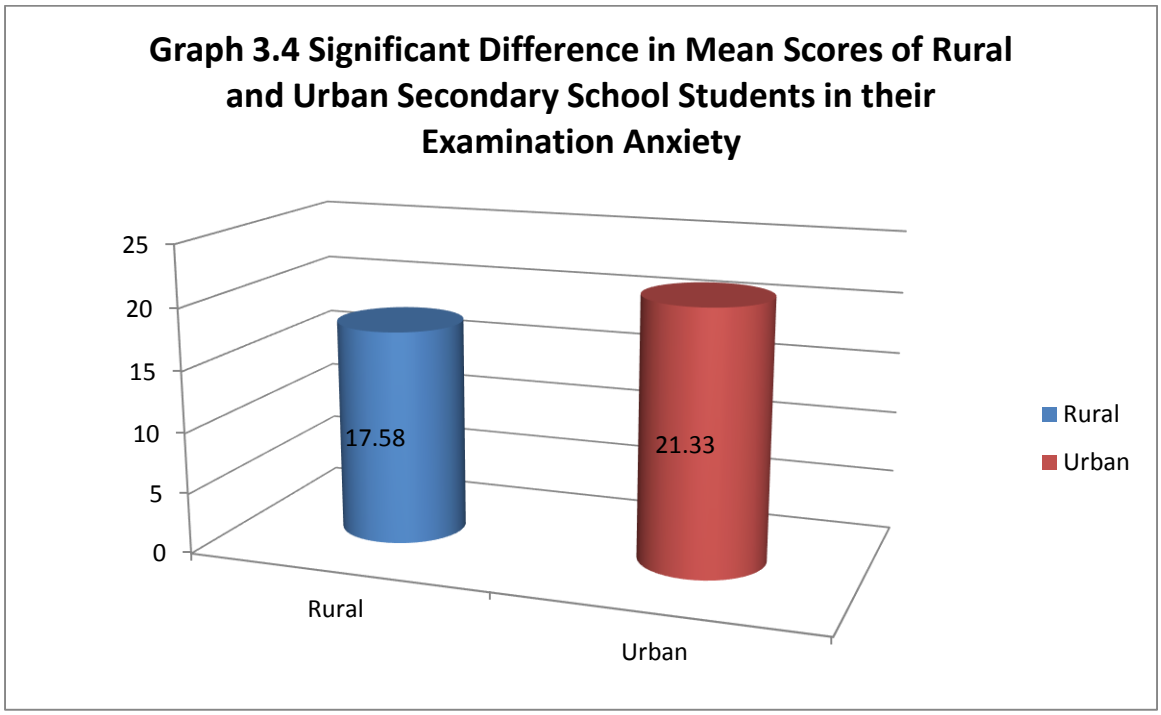
Table 3.4 Mean Scores, SDs, N, df and t- value of Rural and Urban Secondary School Students in their Examination Anxiety

	Locality	N	Mean Score	SD	df	t- value
Examination Anxiety	Rural	200	17.58	5.82	398	7.07**
	Urban	200	21.33	5.21		

NS Not Significant *Significant at 0.05 level **Significant at 0.01 level

It is clear from table 3.4 that t- value for difference in mean scores between rural and urban secondary school students in their examination anxiety is 7.07. The t- value was found to be significant at 0.01 level. It means that rural and urban secondary school

students differed significantly with respect to their examination anxiety. Also, mean score of urban students (21.33) is greater than the mean score (17.58) of rural secondary school students in their examination anxiety. Hence, it may be analyzed that urban secondary school students possess more examination anxiety than their counterparts rural secondary school students. Significant difference in mean scores of rural and urban secondary school students in their examination anxiety is shown in graph 3.4



3.5 Results Pertaining to Difference between Male and Female Secondary School Students in their Learning Environment

Table 3.5 presents the summary of statistics computed for findings out the significance of difference between male and female secondary school students in their learning environment.

Table 3.5 Mean Scores, SDs, N, df and t- value of Male and Female Secondary School Students in their Learning Environment

Learning Environment	Gender	N	Mean Scores	SD	df	t- value
	Male	200	159.37	12.17	398	0.23 NS
	Female	200	157.95	11.93		

NS Not Significant *Significant at 0.05 level **Significant at 0.01 level

It is clear that table 3.5 that t-value for difference in mean scores between male and female secondary school students in their learning environment is 0.23. The t- value was found to be not significant at 0.05 level. It means that male and female secondary school students do not differ significantly in their learning environment. Hence, it may be analyzed that both male and female secondary school students give equal preference to learning environment. Thus, the hypothesis that there exists significant difference between male and female secondary school students in their learning environment was rejected.

3.6 Results Pertaining to Difference between Rural and Urban Secondary School Students in their Learning Environment

Table 3.6 presents the summary of statistics computed for findings out the significant difference between rural and urban secondary school students in their learning environment.

Table 3.6 Mean Scores, SDs, N, df and t- value of Rural and Urban Secondary School Students in their Learning Environment

Learning Environment	Locality	N	Mean Score	SD	df	t- value
	Rural	200	160.07	12.38	398	1.18 NS
	Urban	200	157.24	11.57		

NS Not Significant *Significant at 0.05 level **Significant at 0.01 level

It is clear that table 3.6 that t-value for difference in mean scores between rural and urban secondary school students in their learning environment is 1.18. The t- value was found to be not significant at 0.05 level. It means that rural and urban secondary school students do not differ significantly in their learning environment. Hence, it may be analyzed that rural and urban secondary school students give equal preference to learning environment. Thus, the hypothesis that there exists significant difference between rural and urban secondary school students in their learning environment was rejected.

3.7 Results Pertaining to Relationship between Examination Anxiety and Learning Environment of Secondary School Students

One of the objectives of the present study was to find out the relationship between examination anxiety and learning environment of secondary school students. For this, df, N and co-efficient of correlation was calculated and results are shown in table 3.7.

Table 3.7 Co-efficient of Correlation between Examination Anxiety and Learning Environment of Secondary School Students

Variables	N	df	Co-efficient of Correlation
Examination Anxiety	400	398	-0.18146 **
Learning Environment			

NS Not Significant *Significant at 0.05 level **Significant at 0.01 level

It is clear from table 3.7 that coefficient of correlation between examination anxiety and learning environment of secondary school students is -0.18146, which is significant at 0.01 level. Therefore, it may be interpreted that there exists significant negative relationship between examination anxiety and learning environment of secondary school students. In other words, it can be said that an increase in examination anxiety of secondary school students results in preferring low level of learning environment and vice versa. Those secondary school students who prefer good learning environment exhibit low level of examination anxiety and those who prefer poor

learning environment exhibit high level of examination anxiety. Thus, the hypothesis that there exists significant relationship between examination anxiety and learning environment of secondary school students was accepted.

CHAPTER – IV

CONCLUSIONS, SUGGESTIONS AND RECOMMENDATIONS

Once the data have been analyzed, the investigator can proceed to the stage of interpreting the results and then formulating conclusions and generalizations on the basis of these results. In the light of results, the investigator has to use all care and caution in formulating the conclusions and generalization. This final step of research demands critical and logical thinking in summarizing the findings of the study and comparing them with the hypotheses. The generalizations drawn on the basis of research findings should be in agreement with the facts and should not conflict with known facts of nature. The suggestions for the application of research findings in practical settings and suggestions for conducting further research should also be provided with the conclusion and generalization.

4.1 CONCLUSIONS

Conclusion is the essential part of every study. Scientific endeavors in any field of human knowledge yields certain results based on which the researcher draws conclusions rationally. Attempt has been made to draw scientific conclusions keeping in view the result of the present study. Conclusions hold significant importance. Investigator conducted the study on 'Examination Anxiety among Secondary School Students in relation to Learning Environment'. Following conclusions were drawn on the basis of analysis and interpretation of data:

1. 16.75% secondary school students possess high level of examination anxiety; 67.75% secondary school students possess moderate level of examination anxiety and 15.50% secondary school students possess low level of examination anxiety.
2. 14.50% secondary school students exhibit high level of learning environment; 72.00% secondary school students exhibit moderate level of learning environment and 13.50% secondary school students exhibit low level of learning environment.

3. Male secondary school students possess more examination anxiety as compared to female secondary school students.
4. Urban secondary school students possess more examination anxiety than their counterparts rural secondary school students.
5. Both male and female secondary school students give equal preference to learning environment.
6. Rural and urban secondary school students give equal preference to learning environment.
7. There exists significant negative relationship between examination anxiety and learning environment of secondary school students.

4.2 RECOMMENDATIONS

Based on findings and conclusions of the present study, the following recommendations are put forward:

1. Since male secondary school students possess more examination anxiety as compared to female secondary school students hence there is a need to make provisions for lowering down the examination anxiety of male students. In this regard, teachers, parents, counselors, mentors, heads of institutions and administrators should guide male secondary school students, organize orientation sessions for them so that they can cope up with their examination anxiety.
2. Since urban secondary school students possess more examination anxiety than their counterparts rural secondary school students hence there is a need to make provisions for lowering down the examination anxiety of male students. In this regard, teachers, parents, counselors, mentors, heads of institutions and administrators should guide urban secondary school students, organize orientation sessions for them so that they can cope up with their examination anxiety.

3. As male and female secondary school students give equal preference to learning environment so no gender discrimination should be done by the parents, teachers, administrators, heads while providing learning environment to the secondary school students.
4. As rural and urban secondary school students give equal preference to learning environment so no locality based discrimination should be done by the parents, teachers, administrators, heads while providing learning environment to the secondary school students..
5. Since there exists significant negative relationship between examination anxiety and learning environment of secondary school students hence congenial learning environment should be provided to the secondary school students so that their examination anxiety can be reduced.
6. It is recommended to the teachers, parents, administrators and heads of the institutions that they should make provisions of congenial learning environment irrespective of gender and locality. In other words, there should be good classrooms with adequate facilities, laboratories equipped with modern tools and instruments, computer labs, separate washrooms for boys and girls etc.

4.4 SUGGESTIONS

Research is never ending process. Every research indicates new areas in which further research can be done. The investigator proposed following suggestions for further research:

1. Examination anxiety among higher education students may be studied in relation to their learning environment.
2. Cognitive Style among higher education students may be studied in relation to their learning environment.
3. Emotional maturity among secondary school students may be studied in relation to their learning environment.
4. Examination anxiety among higher education students may be studied in relation to their Social Intelligence.

5. Examination anxiety among secondary school students may be studied in relation to their Adversity Quotient.
6. Learning Style among secondary school students may be studied in relation to their learning environment.
7. Similar study may be replicated on larger sample.