
A comparative Study of examination anxiety among CG, CBSE and ICSE students in Respect of Gender in Raipur District

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ABSTRACT

This study investigates the phenomenon of examination anxiety and its effect on academic achievement among students enrolled in CG, CBSE, and ICSE board schools in Raipur district, Chhattisgarh. Examination anxiety is a pervasive psychological issue that affects academic performance, emotional well-being, and learning capacity. The objective of this research is to comparatively analyze the levels of anxiety experienced by students from these three educational boards and determine whether the board pattern and gender. A total of 600 higher secondary boys and girl students, aged between 14 and 18 years, were randomly selected from 15 schools representing all three boards. The "Student Examination Anxiety Test" developed by Madhu Agrawal and Varsha Kaushal was used. Statistical tools including descriptive statistics, t-tests, and ANOVA were applied to examine the data. The results obtained from the analysis of data discovered that there was significant difference found in examination anxiety of girl and boy students of CG, CBSE and ICSE Board Schools. The study recommends strategies such as cognitive behavioral therapy, relaxation techniques, biofeedback, and enhanced family and school support systems to mitigate examination anxiety. The findings contribute to the understanding of board and gender specific educational stressors and provide guidance for educators, parents, and policymakers in creating supportive academic environments.

Keyword: Examination Anxiety, gender specific anxiety, CG, CBSE and ICSE Students.

INTRODUCTION

Anxiety is one of the most common psychological disorders in school aged children and adolescents worldwide (Castello mustillo Erkanly, Kales & Algold 2003) There are physical, emotional, mental, and behavioural aspects to the psychological and physiological condition known as anxiety, anguish, or worry. Feelings of dread and anxiety are unpleasant. Anxiety, whose definition is "to vex or bother" in its original context, may induce feelings of fear, concern, unease, and dread in people even when no psychological stress is present. Having apprehension about something that seems scary and has the potential to overwhelm a person is more accurately described as anxiety than terror. Anxiety is seen as a natural response to a stressful situation. A person may find it easier to handle difficult situations if it encourages them

to do so. Nevertheless, a condition known as an anxiety disorder may be imposed when the level of worry becomes excessive. Anxiety comes in different forms and is usually classified as phobia, social anxiety, obsessive-compulsive anxiety and post-traumatic stress anxiety. Heart palpitations, rapid heartbeat, tense and weak muscles, lethargy, nausea, chest discomfort, difficulty breathing, headache, stomachaches, or tension headaches are all possible physical manifestations of worry. In reaction to an impending danger, the body's physiological systems go into overdrive, amplifying the heart rate, sweat glands, and blood flow to the main muscle groups while reducing activity in the digestive and immunological systems (the fight or flight response). Pallor, perspiration, shaking, and dilated pupils are some of the outward manifestations of worry. This might trigger a panic attack in those who already suffer from anxiety.

So it is definitive to state that there is a positive and significant relationship between Anxiety and Education level. Thus it has been perceived that as the level of education raises so does the level of anxiety. Although anxiety depends upon individual mental level but in general it happens that every person is influence by anxiety. At present anxiety level is high because competition and parent's expectation are very high. Anxiety, according to evolutionary psychologists, makes us more aware of our surroundings and more likely to take preventative measures when we believe danger is imminent. Anxious people may also avoid actual dangers, which might lead to misleading positive emotions. Anxious persons may have a lower risk of accidental death because of this. According to research by Boston University's psychological davit H. Barlow, three things are shared by those who suffer from chronic anxiety: "a generalised biological vulnerability," "a generalised psychological vulnerability," and "a specific psychological vulnerability." While there are numerous existing studies showing that genetic factor is a predisposing factor that has great influence over the likelihood of a neurologic occurrence of anxiety, this study contributes to the list of studies suggesting that a possibility of developing anxiety may also depends on the children's' exposure to parents with chronic worries. Negative self expectations and strategies for handling negative feedback are the consequences observed to supplement and sustain anxiety. Anxiety is firmly substantiated to stem from neural circuit that involves the amygdale and the hippocampus. When they are exposed to stimuli that have the potentiality to harm them and they have to avoid the stimuli, to detect nasty instructions or tastes, the amygdale region experiences an increase of blood flow as depicted in the PET scans. Those in the studies also stated that they experienced slight anxiety. This would imply that worry is the sure way an organism can avoid the risk of getting itself involved in activities that harm it.

The freeze response, or the "playing dead", is the third protective reaction after fight and flight when an animal cannot out of stressful situation. This is the worst possible reaction to anxiety. This reaction serves a survival function by making the predator think the animal is dead, which will lead to the predator releasing the animal. Similar to the fight-or-flight reaction, this freeze response is an unconscious, innate reflex. You can't live without anxiety. Even a little bit of fear may spur us on to action, propelling us towards our objectives. Yet, anxiety disorders can impair our functioning and cause a host of psycho-physiologic issues, including but not limited

to: including fibromyalgia, hypertension, insomnia, irritable bowel syndrome, migraines, and irritable bowel syndrome.

Academic performance might be negatively impacted by anxiety as well. Children are basically born with a natural aptitude for learning. A person's brain develops connections between regions as they learn. These pathways enable children to react to learning events swiftly and subconsciously. The "fight or flight" reaction kicks in when kids face a challenging learning environment and struggle to retain the information. Anxiety response pathways are formed when there is a pattern of repeated failure. As a result, when students face challenging learning situations, they develop an anxiety response pattern.

REVIEW OF RELATED LITERATURE

Educational statistics at a glance (2018) A general observation one can note excellence made by rural students and the ones made by urban students has a plus minus difference and this can be as per the NAS 2015 National Achievement survey of the year 2015. The study also establishes the fact that, though students in rural regions attract poor performance in STEM and social sciences the students in urban regions get better results. Additionally, it appears that parents typically choose private institutions for their boys' education... School dropout rate at secondary level during 2014-15 exceeds 17%.

Bachhar, Subrata. May (2017) The purpose of this paper was to examine the Kalyani block in the Nadia district and its high school students' performance in the education topic. A total of 62 people, 30 from rural areas and 32 from urban areas, were surveyed. The 'Academic Achievement of Education topic' was the sole independent variable taken into account. Students in grades XI and XII had their education grades recorded by the researchers. The research used mean and standard deviation as descriptive statistics and the t-test as the inferential statistics to test the null hypothesis of no significant difference in gender concerning the Academic Achievement of Education topic. Distinguishing between four null hypotheses was finally accomplished. In addition, we discovered that, in the area of education, urban pupils outperformed their rural counterparts.

G. Natarajan, (2015) studied on "study on anxiety level among school students undergoing higher secondary examination. Conclusion: the study found that most students had moderate to severe anxiety throughout the exam, with a minority percentage of students reporting mild anxiety. anxiety levels did not vary significantly by gender, family type, educational medium, place of residence, availability of private tuition, or length of stay.

Joshi, Mohan (2012) Topic: "Academic anxiety a growing concern among urban mid adolescent school children". Objective: To study that academic anxiety among adolescents using the Bisht Battery Stress Scale. The rationale for this study is therefore to explore various factors including parent occupation/ employment status, family size and type, economic status, and home atmosphere and its connection with academic stress among teenagers. Finding: The Academic Anxiety was assessed by Bisht Battery Anxiety Scale. Out of total 410 study subjects, maximum adolescent had moderate anxiety i.e. 249 (60.80%) followed by severe anxiety in 83(20.20%) while 62(15.10%) study subjects has no anxiety.

Reena Bhansali and Kunjan Trivedi h (2008) “A comparative study to determine if Academic Anxiety is gender specific” Objectives: In order to learn how different types of academic anxiety manifest in teenagers. In order to learn how teenage boys and girls experience academic anxiety differently. Conclusion: The current study found that academic anxiety is more common in females than in boys. When compared to girls, teenage guys are more likely to experience academic anxiety.

OBJECTIVE

1. To study the examination anxiety of CG, CBSE and ICSE Board students in Raipur District.

HYPOTHESIS

H₀₁ There will be no significant difference in examination anxiety of CG, CBSE and ICSE students.

VARIABLES OF THE STUDY

Dependent Variable:

As part of this study, the dependent variable is - Students of Different boards

Independent Variable:

For the purposes of this study, the independent variables are – Examination Anxiety

SAMPLING

In this study we take 15 school of Raipur city. In this school we randomly selected 600 samples, Boys and Girls both are included in this sample.

SELECTION OF TOOLS OR INSTRUMENT

In the present study Researcher has used Madhu Agrawal and Varsha Kaushal student examination Anxiety Test.

STATISTICAL ANALYSIS

Descriptive statistics, t-tests and ANOVA are used to draw conclusions.

TESTING OF HYPOTHESES

H₀₁ There will be no significant difference in examination anxiety of CG, CBSE and ICSE students.

Between-Subjects Factors			
		Value Label	N
ICSE, CBSE and CG Board	1.00	ICSE Board	200
	2.00	CBSE Board	200
	3.00	CG Board	200
Gender	1.00	Girls	300
	2.00	Boys	300

TABLE EXPLANATION

It is clear from that total 600 students were selected as subjects- each board (ICSE, CBSE and CG) 200 subjects were taken.

Table 2

Table showing the results of Descriptive Statistics pertaining to examination anxiety of girl and boy students of CG, CBSE and ICSE Board Schools

ICSE, CBSE and CG Board	Gender	Mean	Standard Deviation	N
ICSE Board	Girls	41.37	13.94	100
	Boys	38.61	11.63	100
	Total	39.99	12.88	200
CBSE Board	Girls	41.62	15.22	100
	Boys	34.42	11.64	100
	Total	38.02	13.99	200
CG Board	Girls	39.28	13.48	100
	Boys	36.45	12.83	100
	Total	37.86	13.20	200
Total	Girls	40.75	14.22	300
	Boys	36.49	12.13	300
	Total	38.62	13.38	600

TABLE EXPLANATION

The Descriptive Statistics pertaining to examination anxiety of girl and boy students of CG, CBSE and ICSE Board Schools. It is clear that in relation to girl students of ICSE Board the Mean value and Standard Deviation value are found 41.37 & 13.94 respectively. In ICSE Board only, the Mean value and Standard Deviation value of examination anxiety of boy students are found 38.61 and 11.63 respectively.

In relation to girl students of CBSE Board the Mean value and Standard Deviation value are found 41.62 & 15.22 respectively. In CBSE Board only, the Mean value and Standard Deviation value of examination anxiety of boy students are found 34.42 and 11.64 respectively.

In relation to girl students of CG Board the Mean value and Standard Deviation value are found 39.28 & 13.48 respectively. In CG Board only, the Mean value and Standard Deviation value of examination anxiety of boy students are found 36.45 and 12.83 respectively.

Table 3

Table showing results of Levene's Test of Equality of Error Variances^{a,b} pertaining to examination anxiety of girl and boy students of CG, CBSE and ICSE Board Schools

		Levene Statistic	df1	df2	Sig.
Examination Anxiety	Based on Mean	3.99	5	594	.001
	Based on Median	3.49	5	594	.004
	Based on Median and with adjusted df	3.49	5	568.84	.004
	Based on trimmed mean	4.09	5	594	.001

TABLE EXPLANATION:-

Table number – 27 shows the results related to Levene's Test of Equality of Error Variances^{ab}. The Levene Statistic value pertaining to Examination Anxiety is found 3.99, 3.49, 3.49 and 4.09 respectively for based on mean, based on median, based on median and with adjusted df and based on trimmed mean.

Table 4

Table showing results of ANOVA pertaining to examination anxiety of girl and boy students of CG, CBSE and ICSE Board Schools

Tests of Between-Subjects Effects								
Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared	Noncent Parameter	Observed Power ^b
ICSE, CBSE & CG BOARD	561.37	2	280.68	1.61	.200	.005	3.22	.34
Gender	2726.40	1	2726.40	15.67	.000	.026	15.67	.97
ICSE, CBSE & CG BOARD * Gender	646.92	2	323.46	1.86	.157	.006	3.71	.38

TABLE EXPLANATION

Table Number –4 reveals the results of ANOVA pertaining to examination anxiety of girl and boy students of CG, CBSE and ICSE Board Schools. It is found that the F-Value is found 1.86.

Table 5

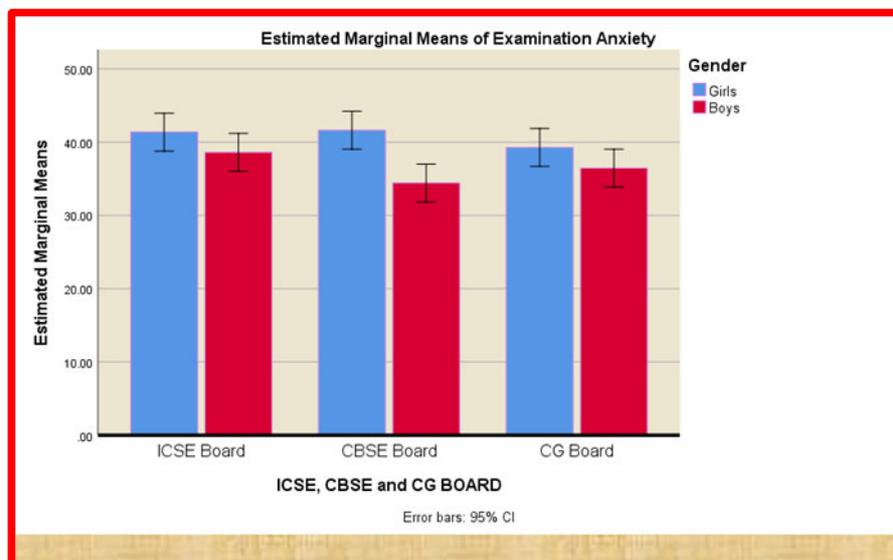
Table showing results of Estimated Marginal Means pertaining to examination anxiety of girl and boy students of CG, CBSE and ICSE Board Schools

Mean			
Dependent Variable: Examination Anxiety			
Mean	Standard Error	95% Confidence Interval	
		Lower Bound	Upper Bound
38.62	.538	37.56	39.68

TABLE EXPLANATION

Table Number –5 reveals the results of estimated marginal means pertaining to examination anxiety of girl and boy students of CG, CBSE and ICSE Board Schools. The Mean value and Standard Error are found 38.62 and .538.

Graph showing results of Estimated Marginal Means pertaining to examination anxiety of girl and boy students of CG, CBSE and ICSE Board Schools



EXPLANATION

Estimated Marginal Means pertaining to examination anxiety of girl and boy students of CG, CBSE and ICSE Board Schools. The Mean value and Standard Error value are found 38.62 and .538 respectively.

CONCLUSION

The results obtained from the analysis of data discovered that there was significant difference found in examination anxiety of girl and boy students of CG, CBSE and ICSE Board Schools.

SUGGESTION

- Cognitive behavioral treatment (young people learn to deal with fear by modifying the ways they think and behave)
- Relaxation Techniques
- Biofeedback (To control stress and muscle tension)
- Family Therapy
- Parents Training
- Meditation.
- Develop a safe place where the youth can go to relieve anxiety during stressful times or provide calming activities.
- Encourage the development of relaxation technique that can work in the school setting. Often these can be adopted from those are effective at home.
- Encourage small group interactions and provide assistance in increasing competency and developing relationships.

FURTHER STUDIES CAN BE DONE ON

- ❖ A study of Academic Anxiety among children with learning problems compared to children who succeed academically.

- ❖ A study of the Children's Anxieties (age group 13) to their career self concepts after eight years.
- ❖ A study of the Academic Anxiety among children of working and non-working mothers.
- ❖ A study of Academic Anxiety among children from nuclear and joint families.
- ❖ A study of Academic Anxiety and its effect on academic achievement among primary students.
- ❖ A study of Academic Anxiety and its effect on academic achievement among middle school students.

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