

# INTERNATIONAL JOURNAL OF RESEARCH IN COMMERCE, ECONOMICS & MANAGEMENT

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## EXAMINATION AS A DETERRENT: A CASE STUDY ON EXAMINATION PHOBIA AMONG HIGHER AND SENIOR SECONDARY LEVEL STUDENTS OF MORADABAD CITY

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### ABSTRACT

*Almost everyone has a crazy fear or two. Some get panicky at the thought of needles. Others screech at the sight of a mouse. Still others get unsteady when they look down from tall buildings. For most people, these fears are negligible. But for some, these fears are so brutal that they cause tremendous concern and hamper with normal day-to-day life. But here it is about another phobia which is a big concern for present and future of new generation, i.e., the fear of examination among the students of higher and senior secondary, viz., the board fever. The study was an effort to assess the thinking and opinion about the board examination and to analyze the problems and causes of examination fear among them. The data was collected from the students and the teachers of higher and senior secondary level students of Moradabad City through questionnaire. The findings of the study accounted that the fear of the examination affects the efficiency and feelings of the students. The study found several obstacles faced by students, such as time pressure, annoyance of teachers on poor performance, over expectations of the parents and punishment from them, forgetting the answers after seeing the question papers, etc. At the same time it was also identified that some students were familiar with importance of examination and taking the exam as positive chance for checking their abilities*

### KEYWORDS

phobia, annoyance, punishment, performance, obstacles, fear, examination, expectations, students.

### INTRODUCTION

Beware the ides of March" said Shakespeare and "April is the cruellest month" wrote T.S. Eliot. For students preparing for exams has never been truer. Efforts which are made to change the thinking and behavior of individual in desired direction is termed as education process. Education now a day is becoming a regular practice for learning how to achieve the desired goal setup. Education is the process of change. It includes all those activities that make an individual to become a useful member of the society. Education system consists of different parts and all these parts together their functions a system. Curriculum, Teacher, Students and Examination are its major parts. From ancient times till date, examinations have remained a part of the educational system. It has been the only source of measuring the abilities of the students. Education is the process of analysis, identification, evaluation and interpretation in any academic evolution conducted to measure and assess the students' academic performance. Examination plays a vital role in order to assess the abilities of students through which teachers can also analyze the strengths and weaknesses of students. It is the only tool for the evaluation of different aspects related to teaching learning process. It is a source of inspiration for students to do well in examination and get praise from the teachers and parents.

Although examinations are necessary and no educational system can be complete without examination, at the same time it is an admitted fact some students get fearful of examination. Some fall ill before starting of examination due to fear of examination. For students' fear of examination psychologists use different terms like Examination Phobia, fear of exams, anxiety etc.

Phobia is a fear or anxiety disorder which gives birth to panic and avoidance. Exam phobia is a self damaging factor which negatively affects the performance as well as the students. The student is not able to give the productivity as desired and results in critical. It is generally believed that phobia occur when the fear is resulted by an original threatening situation is transmitted to another similar situation. There are number of factors, which lead to examination phobia among the secondary and senior secondary levels of students. Most of the students fear that examination may cut down their efficiency and they cannot perform well in examination according to their knowledge and abilities. They suffer from exam fever which makes failing and contemptuous against exam. Some students experience genuine, deep-rooted problems in examination such as their mind goes blank, they gets the shakes, their hands go numb etc.

### STATEMENT OF THE PROBLEM

The problem under investigation was to find out the problems and the causes of fear in the examination which leads to examination phobia among the students of secondary and senior secondary level in Moradabad City.

### OBJECTIVES OF THE STUDY

The objectives of the study were:-

1. To find out the causes and problems faced by the students for fear of examination
2. To find out the effects of examination phobia among the students.
3. To find out the effect of fear of punishment by parents for not getting good marks in performing well
4. To find out the perception of teachers towards the examination phobia among the students.
5. To analyze the causes relating to fear of examination among the students.

**HYPOTHESIS**

H1: There are no problems faced by the students for fear of examination.

H2: There is no effect of examination phobia among the students.

H3: There is no effect of punishment pressure in performing as per efficiency.

H4: Teachers perception is negative towards the effect of examination phobia among the students.

H5: There are no causes related to the fear of examination in students.

**METHODOLOGY**

The study is descriptive in nature.

**Population of the Study:** - 20 Schools of Moradabad City

**Sample Unit:** - Students and Teachers of Secondary and Senior Secondary Level.

**Sample Size:** - Total 400 (300 student respondents and 100 teacher respondents).

**DATA COLLECTION METHODS**

Through questionnaire prepared by the researchers and got it filled by the respondents.

**STATISTICAL TOOLS APPLIED**

Chi-square Test (for testing the hypo) through SPSS

**ANALYSIS OF RESPONSE OF RESPONDENTS ON THE SUBJECT OF THE EFFECT OF EXAMINATION PHOBIA ON PERFORMANCE****TABLE 1: DO THE FEAR OF EXAMINATION EFFECTS THE PERFORMANCE OF YOU/STUDENTS?**

Answers * Respondents Cross tabulation					
			Respondents		Total
			Students	Teachers	
Answers	At All Times	Count	120	20	140
		Expected Count	105.0	35.0	140.0
	Frequently	Count	75	26	101
		Expected Count	75.7	25.3	101.0
	Not At All	Count	58	34	92
		Expected Count	69.0	23.0	92.0
	Occasionally	Count	47	20	67
		Expected Count	50.3	16.7	67.0
Total	Count	300	100	400	
	Expected Count	300.0	100.0	400.0	

Chi-Square Tests		
	Value	d.f.
Chi-Square	16.456	3

Table 1 shows that the table value of  $\chi^2$  is 7.82 at d.f. 3 and 5% significance level is less than the calculated value of  $\chi^2$  that is 16.456 which states the hypothesis that the fear of examination does not effects the performance of the students is false and fear of examination causes phobia proves true.

**TABLE 2: DO YOU/STUDENTS ALWAYS FEEL NERVOUS BEFORE TAKING EXAMS?**

Answers * Respondents Crosstabulation					
			Respondents		Total
			Students	Teachers	
Answers	At All Times	Count	49	29	78
		Expected Count	58.5	19.5	78.0
	Frequently	Count	92	27	119
		Expected Count	89.3	29.8	119.0
	Not At All	Count	64	20	84
		Expected Count	63.0	21.0	84.0
	Occasionally	Count	95	24	119
		Expected Count	89.3	29.8	119.0
Total		Count	300	100	400
		Expected Count	300.0	100.0	400.0

Chi-Square Tests		
	Value	d.f.
Chi-Square	8.055	3

Table 2 shows that the table value of  $\chi^2$  is 8.055 at d.f. 3 and 5% significance level is less than the calculated value of that is 46.07 which states that the hypothesis that students does not feel nervous before taking exams is false and nervousness causes exam phobia proves true.

**TABLE 3: DOES THE LIMITED TIME PRESSURE TO ATTEMPT AN EXAM QUESTION CAUSES TO DO WORST?**

Answers * Respondents Cross tabulation					
			Respondents		Total
			Students	Teachers	
Answers	At All Times	Count	44	29	73
		Expected Count	54.8	18.3	73.0
	Frequently	Count	85	27	112
		Expected Count	84.0	28.0	112.0
	Not At All	Count	64	20	84
		Expected Count	63.0	21.0	84.0
	Occasionally	Count	107	24	131
		Expected Count	98.3	32.8	131.0
Total	Count	300	100	400	
	Expected Count	300.0	100.0	400.0	



Chi-Square Tests		
	Value	d.f.
Chi-Square	11.671	3

Table 3 shows that the table value of  $\chi^2$  is 7.82 at d.f. 3 and 5% significance level is less than the calculated value of that is 11.671 which states that the hypothesis of time pressure does not causes to do worst proves wrong and time pressure to attempt an question causes exam phobia proves true.

TABLE 4: YOUR/STUDENTS EFFICIENCY IS EFFECTED BY FEAR OF PUNISHMENT THAT WILL BE IMPOSED BY PARENTS ON NOT GETTING GOOD MARKS?

Answers * Respondents Cross tabulation					
			Respondents		Total
			Students	Teachers	
Answers	At All Times	Count	51	32	83
		Expected Count	62.3	20.8	83.0
	Frequently	Count	78	21	99
		Expected Count	74.3	24.8	99.0
	Not At All	Count	91	23	114
		Expected Count	85.5	28.5	114.0
	Occasionally	Count	80	24	104
		Expected Count	78.0	26.0	104.0
Total	Count	300	100	400	
	Expected Count	300.0	100.0	400.0	

Chi-Square Tests		
	Value	df
Chi-Square	10.510	3

Table 4 shows that the table value of  $\chi^2$  is 7.82 at d.f. 3 and 5% significance level is less than the calculated value of that is 10.510 which states that the hypothesis the students efficiency of students by fear of punishment that will be imposed by parents does not causes fear proves wrong and the fear of punishment by parents causes exam phobia proves true.

TABLE 5: DO YOU/STUDENTS HAVE FEAR THAT TEACHER'S WOULD BE ANNOYED ON GETTING LOW GRADES?

Answers * Respondents Cross tabulation					
			Respondents		Total
			Students	Teachers	
Answers	At All Times	Count	107	19	126
		Expected Count	94.5	31.5	126.0
	Frequently	Count	76	38	114
		Expected Count	85.5	28.5	114.0
	Not At All	Count	45	14	59
		Expected Count	44.3	14.8	59.0
	Occasionally	Count	72	29	101
		Expected Count	75.8	25.3	101.0
Total	Count	300	100	400	
	Expected Count	300.0	100.0	400.0	

Chi-Square Tests		
	Value	df
Chi-Square	11.629	3

Table 5 shows that the table value of  $\chi^2$  is 7.82 at d.f. 3 and 5% significance level is less than the calculated value of that is 11.629 which states that the hypothesis the students efficiency is not effected by fear of teacher's annoyance on getting low grades proves wrong and the fear of annoyance of teacher's causes exam phobia proves true.

TABLE 6: DOES TOUGH COMPETITION AMONG CLASS FELLOWS CAUSES FEAR OF EXAM?

Answers * Respondents Cross tabulation					
			Respondents		Total
			Students	Teachers	
Answers	At All Times	Count	44	29	73
		Expected Count	54.8	18.3	73.0
	Frequently	Count	83	18	101
		Expected Count	75.8	25.3	101.0
	Not At All	Count	84	26	110
		Expected Count	82.5	27.5	110.0
	Occasionally	Count	89	27	116
		Expected Count	87.0	29.0	116.0
Total	Count	300	100	400	
	Expected Count	300.0	100.0	400.0	

Chi-Square Tests		
	Value	df
Chi-Square	11.511	3

Table 6 shows that the table value of  $\chi^2$  is 7.82 at d.f. 3 and 5% significance level is less than the calculated value of that is 11.511 which states that the hypothesis the students efficiency is not effected by tough competition among class fellows proves wrong and the fear of competition causes exam phobia proves true.

TABLE 7: IN EXAM YOU/STUDENTS FORGET THE ANSWERS OF SOME QUESTIONS DUE TO FEAR OF EXAMINATION?

Answers * Respondents Cross tabulation					
			Respondents		Total
			Students	Teachers	
Answers	At All Times	Count	84	26	110
		Expected Count	82.5	27.5	110.0
	Frequently	Count	84	27	111
		Expected Count	83.3	27.8	111.0
	Not At All	Count	49	29	78
		Expected Count	58.5	19.5	78.0
	Occasionally	Count	83	18	101
		Expected Count	75.8	25.3	101.0
Total		Count	300	100	400
		Expected Count	300.0	100.0	400.0

## Chi-Square Tests

	Value	df
Chi-Square	9.083	3

Table 7 shows that the table value of  $\chi^2$  is 7.82 at d.f. 3 and 5% significance level is less than the calculated value of that is 9.083 which states that the hypothesis the students does not forgets answers due to fear of examination proves false and the fear of exam causes phobia proves true.

TABLE 8: DO THE FEAR OF BEING RETAIN IN THE SAME CLASS CAUSES FEAR OF EXAM?

Answers * Respondents Cross tabulation					
			Respondents		Total
			Students	Teachers	
Answers	At All Times	Count	81	17	98
		Expected Count	73.5	24.5	98.0
	Frequently	Count	77	29	106
		Expected Count	79.5	26.5	106.0
	Not At All	Count	51	33	84
		Expected Count	63.0	21.0	84.0
	Occasionally	Count	91	21	112
		Expected Count	84.0	28.0	112.0
Total		Count	300	100	400
		Expected Count	300.0	100.0	400.0

## Chi-Square Tests

	Value	df
Chi-Square	14.852	3

Table 8 shows that the table value of  $\chi^2$  is 7.82 at d.f. 3 and 5% significance level is less than the calculated value of that is 14.852 which states that the hypothesis the students do not fear of being retain in the same class due to fear of examination proves false and the fear of retaining causes phobia proves true.

TABLE 9: DOES POOR PREPARATION FOR EXAMINATION UPSETS YOU/STUDENTS?

Answers * Respondents Cross tabulation					
			Respondents		Total
			Students	Teachers	
Answers	At All Times	Count	122	34	156
		Expected Count	117.0	39.0	156.0
	Frequently	Count	88	32	120
		Expected Count	90.0	30.0	120.0
	Not At All	Count	21	19	40
		Expected Count	30.0	10.0	40.0
	Occasionally	Count	69	15	84
		Expected Count	63.0	21.0	84.0
Total		Count	300	100	400
		Expected Count	300.0	100.0	400.0

## Chi-Square Tests

	Value	df
Chi-Square	14.118	3

Table 9 shows that the table value of  $\chi^2$  is 7.82 at d.f. 3 and 5% significance level is less than the calculated value of that is 14.118 which states that the hypothesis poor preparation does not causes fear of examination proves false and poor preparation causes phobia proves true.

TABLE 10: DO YOU THINK EXAM IS NECESSARY FOR ASSESSMENT OF ABILITIES OF YOU/STUDENTS?

Answers * Respondents Cross tabulation					
			Respondents		Total
			Students	Teachers	
Answers	At All Times	Count	134	36	170
		Expected Count	127.5	42.5	170.0
	Frequently	Count	83	31	114
		Expected Count	85.5	28.5	114.0
	Not At All	Count	19	17	36
		Expected Count	27.0	9.0	36.0
	Occasionally	Count	64	16	80
		Expected Count	60.0	20.0	80.0
Total		Count	300	100	400
		Expected Count	300.0	100.0	400.0

## Chi-Square Tests

	Value	df
Chi-Square	12.166	3

Table 10 shows that the table value of  $\chi^2$  is 7.82 at d.f. 3 and 5% significance level is less than the calculated value of that is 12.166 which states that the hypothesis exam is not necessary for assessment of abilities of students false and exam is the vital source of assessing the students ability proves true.

## CONCLUSION &amp; SUGGESTIONS

As per the research which resulted in having great effect of examination fear and its phobia due to various reasons cited above the tables, students are advised that a month or two before exam will not suffice for right preparation for the final examination. Here are some tips to help those students who suffer from such phobia. Prepare a time chart including all subjects. Shed unwanted things. Identify most important topics. Discuss with your teacher, your parents about your strengths and weaknesses. Concentrate on your weaknesses by allotting more time in your time chart for the subjects of importance. At the same time strengthen your strong areas, don't lose confidence on yourself. Develop your self-esteem. Do not postpone your studies. Prepare a time management schedule. Prepare your strength and weaknesses record. Concentrate on your weaknesses strengthen your strong areas. Aware of the blue print of the question paper-number of questions, types of questions, nature of questions and marks allotment. Don't entertain the horrible fear of 'I can't'. Develop positive attitude 'I can' and 'I will'. Start learning, build confidence, and destroy fear. "EXAM—BHOOT-is nothing but a syndrome. It has no place in students who have self confidence. So what are you afraid of? Doubts lead to failure. So, develop a positive thinking & succeed". Don't go on the rumors spread by others about what they had gone through. Don't be shy of expressing your doubts with parents and teachers. Make yourself comfortable by analyzing the things around you. Read

the question paper thoroughly and then start writing the answers. Forget about the result while attempting examination which will relax you most. Don't get shattered by those questions for which you are not prepared and just go on with your answers confidently. Leave the previous practice faults behind and think positively. Tell yourself that you are doing right and your answers will match at the end. Overcome your fear by your way. It will come but don't let it be so strong that it may lead you to worst situation, once you start gaining confidence in yourself then no fear can get pass through you.

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