



A study on examination anxiety and emotional maturity among adolescents

Sushila Sharma¹, Anil Kumar²

¹ Assistant Professor, Department of Education, BMU, Asthal Bohar, Rohtak, Haryana, India

² Research Scholar, Department of Education, BMU, Asthal Bohar, Rohtak, Haryana, India

Abstract

This study has been made to find out the Examination Anxiety and Emotional Maturity among adolescents with respect to their gender and types of school in the state of Haryana. A sample of 600 students of class XI from Haryana state was randomly selected using multistage random sampling method. In this study descriptive survey type method was used. Non-Verbal Test of Examination Anxiety by Aggarwal and Varsha (2012) and Emotional Maturity test by Y Singh and M Bhargava (2014) were used to measure Examination Anxiety and Emotional Maturity of respondents. For analysis of data mean, SD, t-test and product moment correlation were used. The result of the study concluded that gender has no significant effect on Examination Anxiety but types of school have a significant effect on Examination Anxiety of adolescents. In case of Emotional Maturity it was found that gender and types of school has no significant effect on Emotional Maturity among adolescents. The study further indicated that there is a no significant relationship between Examination Anxiety and Emotional Maturity with respect to gender and types of schools.

Keywords: examination anxiety, emotional maturity, gender and types of schools

Introduction

Education is identified as a tool to bring awareness in people about many social and development problems faced by society. Education is the ladder of success by which an individual, a society and a nation achieve his goal. Education enlighten the inner power of an individual. Informally education is a lifelong process by which a person learns something continuously in his life period. Education which is a person get from school and college that called formal education or academic education. Formal education plays an important role in a child's life. This education gives a perfect shape to his personality and gives direction for successful and peaceful life. For measuring the knowledge and learning of students' Examination held. Examination developed some necessary qualities in students such as hard work, patience, creativeness and leadership that they need life-long. The pressure caused due to the performance in the examination creates anxiety among students. Anxiety can stated as a normal emotion that can feel anyone in the situation of problem or in examination time. It is a non-cognitive factor that affects student's achievement. "Anxiety is an emotion characterized by feelings of tension, worried thoughts and physical changes like blood pressure" American Psychological Association (APA). Spielberger (1966) [41] holds that anxiety is a palpable but transitory emotional state or condition characterized by feelings of tension and apprehension and heightened automatic nervous activity. Such as anxiety when a student feel during his academic session that called academic anxiety and when he feel anxiety in or before examination situation that called examination anxiety. Exam Anxiety as a physiological condition in which people experience extreme stress, anxiety and discomfort during and/or before taking at test (Andrews, B. and Wilding, J.M. 2004) [3]. Emotional Maturity is an ability of students' to accept responsibility for their acts. Emotionally Mature student handle his learning condition and can control on his fear and anxiety regarding exams. Singh, Surjit (2010) [40] a significant correlation between anxiety and emotional maturity was found for boys and total sample and non-significant for

girls. Girls were found more anxious and emotionally mature than boys. Kaur, M. (2013) [21] there was not any significant difference in various areas of emotional maturity of govt. and private school students; no significant difference was found in the emotional maturity level of boys and girls of senior secondary schools. Bihari (2014) [4] investigated no significant difference between male & female students and urban and rural students on academic anxiety. But a significant difference was found between private and government school students. Kumaran, S. and Kadhiravan, S. (2015) [24] found that female students possessed higher test anxiety than male students. Numan, A. and Hasan, S. S. (2017) revealed that students with ineffective study habits and poor preparation experienced a higher level of test anxiety. The findings also indicated that girls experienced a higher level of test anxiety than boys. Roy, Piyali (2019) [33] found a significant difference in test anxiety among higher secondary students on the basis of gender and type of management of the institution (government/private). There was no significant difference in emotional maturity on the basis of gender and type of management of the institution (government/private). Further a negative relationship found between emotional maturity and test anxiety.

Operational definition of the key terms used

Examination Anxiety: Examination Anxiety is a blended mixture of uncommon physiological reaction, stress and somatic symptoms like as weakness, pain abdomen, vomiting, sweat, loss of confidence, fear of failure, and pale face, that take place before or during Examination conditions.

Emotional Maturity: "Emotional maturity refers to your ability to understand, and manage, your emotions. Emotional maturity enables you to create the life you desire. A life filled with happiness and fulfilment. You define success in your own terms,

not societies, and you strive to achieve it. Your emotional maturity is observed through your thoughts and behaviours. When you are faced with a difficult situation, your level of emotional maturity is one of the biggest factors in determining your ability to cope”.

Adolescents: Adolescence is a transitional stage of physical and psychological development that generally occurs during the period from puberty to legal adulthood. Young people between the ages of 12 and 19 years – are often thought of as a healthy group.

Objectives

1. To study the significant difference, between adolescent girls and boys on their Examination Anxiety.
2. To study the significant difference, between government and private school adolescents on their Examination Anxiety.
3. To study the significant difference between adolescent boys and girls on Emotional Maturity.
4. To study the significant difference between government and private school adolescents on Emotional Maturity.
5. To study the significant relationship between Examination Anxiety and Emotional Maturity of adolescents.
6. To study the significant relationship between Examination Anxiety and Emotional Maturity among boys.
7. To study the significant relationship between Examination Anxiety and Emotional Maturity among girls.
8. To study the significant relationship between Examination Anxiety and Emotional Maturity of adolescent of Govt. School.
9. To study the significant relationship between Examination Anxiety and Emotional Maturity of adolescent of Private School.

Hypotheses

1. There exists significant difference, between adolescent girls and boys on their Examination Anxiety.
2. There exists significant difference, between government and private school adolescents on their Examination Anxiety.
3. There Exist significant difference between adolescent boys and girls on Emotional Maturity.
4. There Exist significant difference between government and private school adolescents on Emotional Maturity.
5. There exists significant relationship between Examination Anxiety and Emotional Maturity of adolescents.
6. There exists significant relationship between Examination Anxiety and Emotional Maturity among boys.
7. There exists significant relationship between Examination Anxiety and Emotional Maturity among girls.
8. There exists significant relationship between Examination Anxiety and Emotional Maturity of adolescent of Govt. School.
9. There exists significant relationship between Examination Anxiety and Emotional Maturity of adolescent of private School.

Methodology of Study

Descriptive survey method was employed.

Population and Sample

The population of the present study will comprise of 11th graders of all the Sr. Secondary Schools in the state of Haryana. A sample of 600 students of class XI was randomly selected using multistage random sampling method.

Tools used

- Aggarwal and Varsha (2012) to assess Examination Anxiety.
- Y Singh and M Bhargava (2014) was used to measure Emotional Maturity of the respondents.

Statistical Techniques

The data was analysed by using mean, SD, t-test and product moment correlation.

Interpretations of the Obtained Results

Table 1: CR and SD’s value for Mean Scores of Examination Anxiety among adolescent in respect of their gender

Gender	N	Mean	SD	Df	SEM	CR-value
Boys	296	17.44	7.21	598	0.60	0.12
Girls	304	17.51	7.66			

Table 1 discloses that the ‘t’-value(0.12) on Examination Anxiety of boys and girls of senior secondary schools is not significant at any level (having mean values 296 & 304 respectively). It indicates that boys and girls do not differ significantly on their Examination Anxiety. Thus, the formulated hypothesis, i.e., “There exist significant difference between adolescent boys and girls on their Examination Anxiety” rejected. It means that boys and girls students have almost similar type of Examination Anxiety. The obtained results have been found in consonance with that of Olatoye, R. A. (2009) [30], Garg (2011) [18] and Sundararajan, M. (2013) Results of the present study have been found contrary to the findings of Rajasekhar and Vaijapuri (2003). (Figure-1)

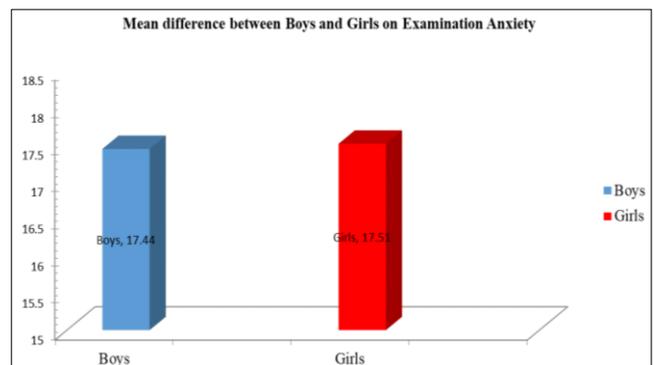


Fig 1

Table 2: CR and SD’s value for mean scores of Examination Anxiety with respect to their types of schools

Types of School	N	Mean	SD	Df	SEM	CR-Value
Govt.	160	19.38	7.20	598	0.60	3.81*
Private	440	16.79	7.40			

Table 4.2 discloses that the ‘t’-value (3.81) on Examination Anxiety of Govt. and Private students of senior secondary schools is significant at 0.01 level. Thus, the formulated hypothesis, i.e., “There exists significant difference, between Govt. and Private school adolescents on their Examination Anxiety” accepted. It means that govt. and private students have different anxiety on examination. Govt. school’s adolescents were found to be have

high anxiety than private school adolescents. The obtained results have been found in consonance with that of Ganeshan P. (2012) [17], Bihari (2014) [4] and Roy, Piyali (2019) [33] who also remarked significant difference in test anxiety among higher secondary students in relation to their type of school (Private and Govt.). The findings of Garg (2011) [18] were found to be contradictory to the present results. (Figure-2)

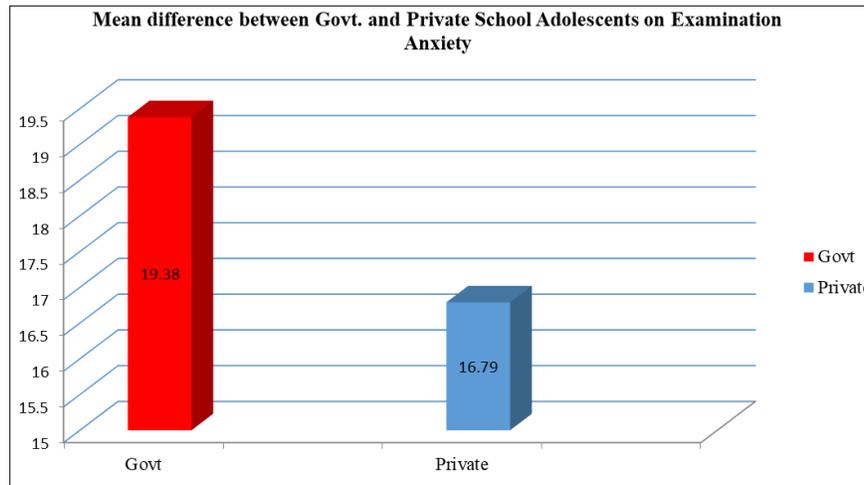


Fig 2

Table 3: CR and SD’s value for mean scores of Emotional Maturity among adolescent in respect of their gender

Gender	N	Mean	SD	Df	SE _M	CR-Value
Boys	296	100.89	30.03	598	2.40	0.366
Girls	304	101.77	28.74			

table 3 discloses that the ‘t’-value (0.366) on Emotional Maturity of boys and girls of senior secondary schools is not significant at any level. It indicates that boys and girls students do not differ significantly on their Emotional Maturity. Further, the mean scores of girl students (101.77) have been found to be little higher

on their Emotional maturity as compared to boys students (100.89). Thus, the formulated hypothesis, i.e., “There exist significant difference between adolescent boys and girls on their Emotional Maturity” rejected. It means that boys and girls students have almost similar type of Emotional Maturity. The obtained results have been found in consonance with that of Kaur (2013) [21], Bohre, P. and Sharma, A. (2017) & Roy, Piyali (2019) [33] reported no significant difference on gender. Results of the present study have been found contrary with the findings of Gakhar S. C. (2003) (Figure 3.)

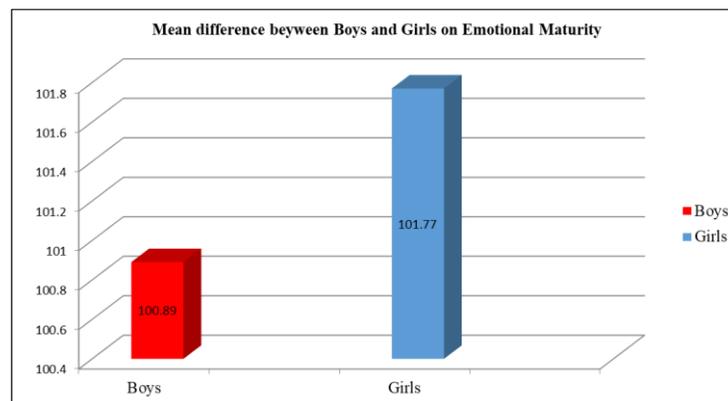


Fig 3

Table 4 discloses that the ‘t’-value (0.037) on Emotional Maturity of Govt. and private students of senior secondary schools is not significant at any level. Which can be clearly visualize from the mean scores of both the groups. It indicates that Govt. and Private

school students do not differ significantly on their Emotional Maturity. Thus, the formulated hypothesis, i.e., “There exist significant difference between mean scores of Govt. and Private school adolescents on Emotional Maturity”, rejected.

Table 4: CR and SD's value for mean scores of Emotional Maturity with respect to their types of schools

Types of school	N	Mean	SD	SE _M	Df	CR-Value
Govt.	160	101.26	27.74	2.71	598	0.037*
Private	440	101.36	29.96			

The obtained results have been found in support of Kaur, M. (2013) [21] and Jain and Pasrija (2014) and Roy, Piyali (2019) [33] who revealed no difference statistically significant on emotional maturity of govt. and private school students. Findings of the present study are contrary with the findings of Gakhar S. C. (2003) [16]. (Figure.4)

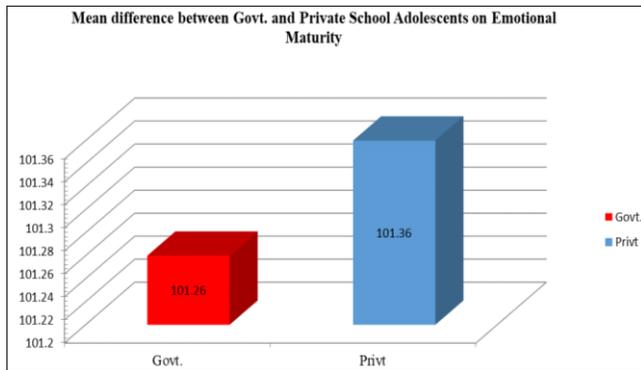


Fig 4

Associative Analysis of Examination Anxiety with Emotional Maturity of Adolescents

Table 5: 'r' value of Examination Anxiety and Emotional Maturity of adolescents

Variables	N	r
Examination Anxiety	600	.297*
Emotional Maturity		

It is evident from the table (table-5) values that the coefficient of correlation between both the variables is .297. Which was found to be positively significant in nature at 0.01 level of significance. It shows that as the level of Examination Anxiety increases among the adolescents, there will be an enhance Emotional Maturity among them. Hence the proposed hypothesis that, "There exists significant relationship between Examination Anxiety and Emotional Maturity of adolescents" stands accepted. The findings of Singh, Surjit (2010) [40]. Who found a positive 'r' value between the both variables while Roy, Piyali (2019) [33] who revealed a contradictory results to the present study.

Table 6: 'r' value of Examination Anxiety and Emotional Maturity of boys.

Variables	N	r
Examination Anxiety of Boys	296	.277*
Emotional Maturity of Boys		

It has been revealed from the table- 6 that the 'r' value between Examination Anxiety and Emotional Maturity of adolescent boys is (.277) which was found to be positively significant in nature at

0.01 level of significance. Hence the proposed hypothesis that, "There exists significant relationship between Examination Anxiety and Emotional Maturity among boys" accepted. This indicates that level of Anxiety related to Examination of adolescent boys increased with Emotional Maturity.

Table 7: 'r' value of Examination Anxiety and Emotional Maturity of girls.

Variables	N	r
Examination Anxiety of Girls	304	.316*
Emotional Maturity of Girls		

It has been revealed from the table-7 that the 'r' value between Examination Anxiety and Emotional Maturity of adolescent girls is (.316) which was found to be positively significant in nature at 0.01 level of significance. Hence the proposed hypothesis that, "There exists significant relationship between Examination Anxiety and Emotional Maturity among girls" accepted. This indicates that level of Anxiety related to Examination of adolescents girls increased with Emotional Maturity.

Table 8: 'r' value of Examination Anxiety and Emotional Maturity of adolescent of govt. school.

Variables	N	r
Examination Anxiety	160	.114*
Emotional Maturity		

Table-8 shows that the obtained 'r' value is (.114) which was found not significant at any level of significance between Examination Anxiety and Emotional Maturity of govt. school adolescent students at any level of significance. Thus, the hypothesis, formulated that, "There exists significant relationship between Examination Anxiety and Emotional Maturity of adolescent of Govt. School" rejected.Hence no association was significantly found to be correlated between the both variables.

Table 9: Co-efficient of Correlation between Examination Anxiety and Emotional Maturity of adolescent of private school

Variables	N	r
Examination Anxiety	440	.361*
Emotional Maturity		

Table-9 shows that the obtained 'r' value is (.361) which was found to be significant correlation and positive in nature at 0.01 level of significance between Examination Anxiety and Emotional Maturity of private school adolescent students. Thus, the hypothesis, formulated that, "There exists significant relationship between Examination Anxiety and Emotional Maturity of adolescent of private School" accepted.

Conclusions

The study concluded that boys and girls students were found to have a similar level of Examination Anxiety. While Govt. and Private Students have different anxiety on examination. Govt. school adolescents having higher anxiety than Private school adolescents due to guidance. It also concluded that boys and girls students have almost same type of Emotional Maturity Govt. and private school students have not different maturity on emotions.

Private school adolescents having higher maturity than govt. school adolescents, it may be due guidance which is given them. Examination Anxiety significantly correlated with Emotional Maturity.

Educational implication

Findings of the present study have useful implications not only for teachers and learners, but also for educational planner, curriculum framers and parents. The school must provide helping environment for nullifying the anxiety and attaining maturation on emotions of students. The school needs to organize different co-curricular activities which help individuals to think positive about themselves, about their abilities, etc., therefore, it must be kept in mind that anxiety and academic achievement motivation walks side by side and proper opportunities should be provided.

References

- Afsana AS. Study of mental health and psychological well-being among teachers and lecturers. *The International Journal of Indian Psychology*,2016:3(3):32-38.
- Ali MS, Awan AS, Batool S, Muhammad N. Secondary school students' test anxiety and achievement in English. *International Journal Of English And Literature (IJEL)*,2013:3(1):131-138, ISSN 2249-6912
- Andrews B, Wilding JM. The relation of depression and anxiety to life stress and achievement in student. *British Journal of psychology*, 2004, 509.
- Bihari S. Academic Anxiety among Secondary School Students with reference to Gender, Habitat and Types of School. *International Journal of Education and Psychological Research (IJEPR)*,2014:3(4):30-32.
- Biabangard E. Effectiveness of Lazarus multimodal therapy, Ellis rational emotional therapy and relaxation on decreasing students test anxiety. *Iranian Journal of Psychiatry and Clinical Psychology*,2003:8:36-42.
- Chaturvedi A, Kumari R. "Role of Emotional Maturity and Emotional Intelligence in Learning and Achievement in School Context". *ShaikshikParisamvad (An International Journal of Education) | 1 SPIJE*, ISSN 2231 – 2323 (Print), 2231 – 2404 (Online),2012:2(2):1-4.
- Chetri S. Achievement Motivation of Adolescents and its relationship between Academic Achievement. *International Journal of Humanities and Social Science Invention*,2014:3(6):8-15. Retrieved from www.ijhssi.org
- Cohen A. Tests anxiety and its effect on the personality of students with learning disabilities, 2004. <http://www.thefreelibrary.com/test+anxiety+and+its+effect+on+the+personality+of+students+with+...a0122258760>
- Chatterjee D, Walsh. Effect of parent's high education expectations on Academic Achievement of Children and Adolescents. *Research Journal, Maharishi Dayanand University*,2010:11:74-79.
- Chukwu LO. Relationship among test anxiety, academic achievement and interest of senior secondary school students in Geometry in Enugu State. A thesis presented to the Department of Science Education, Faculty of Education, University of NigeriaNsukka, 2014.
- Dewey. *The Significant of Emotions*, Psychological Review,1895:2:13-32.
- Dewey, John. *The School and Society*. (Revised edition), University of Chicago Press, Chicago, 1915, 47.
- Duhan K, Punia A, Jeet P. Emotional maturity of adolescents in relation to their gender. *International Journal of Educational Science and Research (IJESR)*,2017:7(1):61-68. ISSN(P): 2249-6947; ISSN(E): 2249-8052
- Dutta J, Chetia P, Soni JC. A comparative study on emotional maturity of secondary school students in Lakhimpur and Sonitpur districts of Assam. *International Journal of Science and Research (IJSR)*,2015:4(9):168-176, ISSN (Online): 2319-7064.
- Freud S. *The Problem of Anxiety*, New York: Psychoanalytic Quarterly Press and Norton. 1936.
- Gakhar SC. "Emotional maturity of students at secondary stage: self-concept and academic achievement". Punjab University, Chandigarh, 2003.
- Ganeshan P. A study on test anxiety of higher secondary students in relation to self-actualization. *International Journal of Teacher Educational Research (IJTER)*,2012:1(4):38-43. ISSN: 2319-464
- Garg G. Emotional Intelligence and Academic Achievement, *Journal of Advanced Research in Education*,2011:126:1031-1039.
- Jain M, Pasrija P. Emotional Maturity and adjustment of senior secondary school students. *Bhartiyam International Journal of Education & Research*,2014:41:1-11. ISSN: 2277-1255
- Joshi C. Emotional maturity across gender, locality and stream of higher secondary level students. *Scholarly Research Journal for Interdisciplinary Studies*,2017:4/30:4975- 4979, ISSN 2278-8808.
- Kaur M. "A Comparative Study of Emotional Maturity of Senior Secondary School Students". *International Indexed & Referred Research Journal*, ISSN 2250-2629, 2013, 48-49.
- Khaledian M, Amjadian S, Pardegi K. The relationship between accounting students' emotional intelligence (EQ) and test anxiety and also their academic achievements. *European Journal of Experimental Biology*,2013:3(2):585-591 Pelagia Research Library, ISSN: 2248 –9215
- Koul, Lokesh. *Methology of Educational Research*. Vikash Publishing House Pvt.Ltd. Noida, 2008.
- Kumaran J, Senthil, Kadhiravan S. Personality and Test Anxiety of School Students. *International Journal of Education and Psychological Research (IJEPR)*,2015:4(2):9-13.
- Kumari P. "A study of scholastic achievements of high school students in relation to emotional maturity, family climate and locus of control, 2019." <http://hdl.handle.net/10603/300839>.
- Malhotra T. Exam anxiety among senior secondary school students. *Scholarly Research Journal for Interdisciplinary Studies*,2015:III/XVII:3089-3098. ISSN 2278-8808
- Mallik PS. Test Anxiety of scheduled caste students and its relation with academic achievement. *International Journal of Informative & Futuristic Research*,2016:3(7):2486-2491. ISSN: 2347-1697
- McClelland DC. *The achievement motive*,Appleton century-crofts. New York: Free Press, 1965.
- Numan A, Syeda SH. Effect of Study Habits on Test Anxiety and Academic Achievement of Undergraduate Students.

- Journal of Research and Reflections in Education,2017:1-14(11):1
30. Olatoye RA. Students' test anxiety, motivation for examinations and science achievement in junior secondary schools in Ogun State, Nigeria. *International Journal of Psychology and Counselling*,2009:1(10):194-198.
 31. Rai D, Khanal YK. Emotional intelligence and emotional maturity and their relationship with academic achievement of college students in Sikkim. *International Journal of Education and Psychological Research (IJEPR)*,2017:6:2:1-5.
 32. Rajasekher S, Vaijapouri P. Test Anxiety of Higher Secondary Students, *Journal of Educational Psychology*,2003:10:211-215.
 33. Roy, Piyali. Test anxiety of higher secondary students in relation to their emotional maturity and locus of control, 2019. Shodhganga. Inflibnet.<http://hdl.handle.net/10603/244907>
 34. Sahoo FM, Mohapatra L. Psychological well-being in professional groups. *Journal of the Indian Academy of Applied Psychology*,2009:35(2):211-217.
 35. Sarason IG. Anxiety and self-preoccupation. In I.G. Sarason & C.D. Spielberger (eds.), *Stress and Anxiety*, 1975, 2. New York: Hemisphere/Hastead
 36. Sarason IG. Stress, anxiety and cognitive interferences: Reactions to tests. *Journal of Abnormal and Social Psychology*,1984:46:929-938.
 37. Sarason SB, Mandler G. Some correlates of test anxiety. *Journal of Consulting and Clinical Psychology*,1952:47:810-817.
 38. Shafeeq NY, Thaqib A. "Comparative Study of Emotional Maturity of Secondary School Students in Relation to Academic Achievement". *The International Journal of Social Sciences and Humanities Invention*,2015:2(06):1437-1444 ISSN: 2349-2031.
 39. Singh S, Singh R. Anxiety under Graduates, *Prachi Journal of Psycho-Cultural Dimensions*,2006:22:113-121.
 40. Singh, Surjit. "Relationship of Anxiety and Emotional and Social Maturity with actualization of General Mental Ability of high school students, 2010." <http://hdl.handle.net/10603/7062>
 41. Spielberger CD. Theory and Research on Anxiety. In C.D. Spielberger (Ed.). *Anxiety and Behaviour*, 1966, 1. New York: Academic Press.
 42. Spielberger CD, Gonzalez HP, Taylor CJ, Algaze B, Anton WD. Examination stress and test anxiety. In: Spielberger CD & Sarason IG (Eds.), *New York: Wiley. Stress Anxiety*,1978:5:167-191
 43. Spielberger CD. *Understanding stress and anxiety*. New York: Harper & Row, 1979.
 44. Spielberger CD, Vagg PR. Test anxiety: A transactional process model. In C.D. Spielberger & P. R. Vagg (Eds.). *Test anxiety: Theory, assessment, and treatment*, 1995, 3-14. Washington, DC: Taylor & Francis
 45. Soundararajan M. A study of test - anxiety and self-concept among the higher secondary students in Cuddalore District. *International Journal Of Scientific Research*,2013:2:9:125-126. ISSN No. 2277 – 8179
 46. Walter P. *Educational Psychology in the classroom*. Journal of Educational Psychology. (4th. ed.). Henry clay Linagren, 2002.
 47. Walter D, Smitson WS. *The Meaning of Emotional Maturity*. M.H. Winter,2004:58:9-11.