

**Application for Recognition of
Persons as Guide to Supervise
Ph.D. Registrants**

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EXAMINATION ANXIETY AND ACADEMIC ACHIEVEMENT AMONG HIGHER SECONDARY STUDENTS

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ABSTRACT

This paper deals with the examination anxiety and academic achievement among higher secondary students and how this examination anxiety is playing a role in the achievement among higher secondary students. The findings of the present study clearly indicated that a lower level of the examination anxiety contributed to higher achievement of the higher secondary students. This study states that examination anxiety among higher secondary students is found independent of their group studying and study habit but examination anxiety is found high among the female students, students from English medium schools, urban school students, unisex school students, those who are studying in unaided schools, those who watch education related T.V. programmes, those who do not go to tuition and those who do not participate in extra-curricular activities.

Keywords: Examination Anxiety, Academic Achievement, Higher Secondary Students.

INTRODUCTION

Anxiety is a basic human emotion consisting of fear and uncertainty that typically appears when an individual perceives an event as being a threat to the ego or self-esteem (Sarason, 1988). In some instances, such as avoiding dangerous situations, anxiety can be helpful. However when taken to extremes, it may produce unwarranted results. One of the most threatening events that causes anxiety in students today is testing. When students develop an extreme fear of performing poorly in an examination, they experience test anxiety. Test anxiety is a major factor contributing to a variety of negative outcomes including psychological distress, academic underachievement, academic failure, and insecurity (Hembree, 1988). Many students have the cognitive ability to do well in exams but may not do so because of high levels of test anxiety. Because of the societal emphasis placed on testing, this could potentially limit their educational and vocational opportunities (Zeidner, 1990).

Exam Anxiety is a common problem present in over 40 percent of school children. It all starts with the importance we give to the percent of marks the child scores. Stress is imposed on the child in the form