A Study of Examphobia in Students in Relation to Their Study Habit and Academic Anxiety

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Abstract—*Examophobia is a mental disorder found in most of the students. It usually starts during childhood or adolescence stage. This is fear of a specific situation, may be a written examination or an interview, where the potential of a student is tested. When a student is subjected to this situation, he becomes so nervous that he is not able to perform to his potential. As a result he has to satisfy himself with his under-potential performance. As a result, one cannot achieve the desired results. But most teachers do not recognize it due to ignorance. They simply assume that the child is incapable. In this connection, it may be said that role of academic environment is important in the origin of the students' examophobia. And for that, the present study investigation has been aimed to study the effect of study habit practice and academic anxiety on the students' examophobia. 140 Studying students (Age Range: 14-20 Years) are selected from higher secondary school of Udaipur of Rajasthan. Purposive sampling method is a criterion of samples' selection. Singh and Sengupta (2013) Academic Anxiety Scale for Children (AASC) is used for assessing the academic anxiety; Mukhopadhyay and Sansanwal (2002) Study Habit Inventory is used for assessing the study habit and Jha (2009) Examophobia Identification Scale is used for assessing the students' examophobia in the present study. Mean, median, SD, t-value, etc. are used for further statistical study. Results showed that the scores are significantly differing in the terms of study habit practice and academic anxiety level on examophobia. Study habit adversely affects the students' examophobia while academic anxiety is as a positive contributor for examophobia.*

Keywords: Academic Anxiety, Examophobia, Students, Study Habit

1. INTRODUCTION

Education is a process through which efforts are made to change the thinking and behavior of an individual in desirable direction. In order to how much objectives have been achieved, it is measured through conducting test on students. This process of testing is called examination. Examinations are a source of inspiration. It is the time for demonstration of abilities of students as well as the teachers. As such, examinations are necessary at periodic intervals so as to take corrective actions for any failures. Examinations are necessary and no educational system can be complete without examination. At the same time it is an admitted fact that some students get fearful of examination. Some fall ill before starting of examination, due to fear. For student's fear for examination, psychologists use different term like-Examination Phobia, Fear of Exam, Anxiety, etc. (Thakur, 2016).

Examophobia is a mental disorder found in most of the students. Examination phobia is very common in children from primary to higher level these days. It usually starts during childhood or adolescence stage. It is experienced by more or less every student which is very painful and is a state of uneasiness about the future uncertainties. Though difficult, but it can be defined as some changes in behavior associated with the feeling of being examined in written test related to courses of study. The term "Phobia" is described as an unreasonable fear. This fear is based on some perceived event that yet to has taken place. In that way examination phobia can be defined as having extreme examination pressure which help the student realize that the pressure could be the causes of failure (Agrawal and Goel, 2016).

Everybody experiences fear or anxiety in life, but the threshold differs from individual to individual. When the fear or anxiety is strong and irrational this can be considered as phobia. Stimulus that causes phobia differs from individual to individual (Sindhu, 2015).

Exam Phobia is a psychological condition in which people experience extreme stress, anxiety, discomfort and irrational fear during or before examination. Tension or stress becomes so excessive that it actually hampers your performance on an exam and then it is called Exam Phobia or Test Anxiety (Sindhu, 2015). Exam Phobia is fear of a specific situation, may be a written examination or an interview, where the potential of a student is tested. When a student is subjected to this situation, he becomes so nervous that he is not able to perform to his potential. As a result he has to satisfy himself with his under-potential performance. As a result, one cannot achieve the desired results. But most teachers do not recognize it due to ignorance. They simply assume that the child is incapable.

Examination phobia has Cognitive, Emotional and Physiological components. Cognitive components include: thinking of failure, worrying about possible outcomes, lack of confidence, Feeling of excessive mental pressure, Suicidal ideation, Negative self talk, etc. Emotional components include: Tension, Apprehension, Nervousness, Depression, Frustration, etc. Physiological components include: Nausea, Palpitation, Perspiration, Trembling and limbs become cold, etc. They may be preoccupied with negative thoughts, doubting their academic ability and intellectual competence (Sarason and Sarason, 1990).

2. OBJECTIVES OF THE STUDY

Present study investigation has been aimed to study the effect of study habit practice and academic anxiety on the students' examophobia.

3. METHODOLOGY

SAMPLE SIZE AND TECHNIQUE -The samples of the present study are 140 Studying students with age range from 14 to 20 years. Studying students are selected from the higher secondary school of Udaipur of Rajasthan. Purposive sampling method is a criterion of samples' selection.

TOOLS: The following tools are used-

[1] **Personal Data Schedule-** A personal data schedule is prepared by present researchers to get necessary information like the age, class, locality, etc.

[2] **Examophobia Identification Scale**- This scale is prepared by Jha (2009). This scale is used for assessing the students' examophobia in the present study. In this scale, there are thirty questions with as 'yes' and 'no' multiple choice options' answer. Total mark is 0-30 scores in this questionnaire and higher score as a indication of more symptoms of examophobia. In this scale, questions related to symptoms identifications of examophobia. Examophobia Identification Scale is a relabeled and valid for the present study.

[3] **Study Habit Inventory**- This inventory is developed by Mukhopadhyay and Sansanwal (2002). This inventory is used for assessing the study habit. It includes nine dimensions of Frustration namely, Comprehension, Concentration, Task Orientation, Sets, Interaction, Drilling, Supports, Recordings and Languages. In other words, aggregate of all the dimensions are indicator of study habit. 52 items are given in this Inventory and possible score ranges from 00-208. Subjects are asked only one mark ($\sqrt{}$) in every response in every item. In other words, zero to four marks is awarded as per manual norms. The reliability of the whole inventory is worked out by using split half method. The reliability co efficient is 0.91. Validity co efficient of the inventory is 0.69. Therefore this scale has adequate reliable and valid.

[4] **Academic Anxiety Scale for Children (AASC)-**This scale is prepared by Singh and Sengupta (2013). Academic Anxiety Scale for Children (AASC) is used for assessing the academic anxiety for students of higher secondary school. The scale consisted of 20 items, response are to give into yes or no. The possible obtained score range may possible from 0 to 20. High scores indicate the higher level of academic anxiety and low score as a lesser academic anxiety. This scale is standardized for studying the students of higher secondary school. Reliably coefficient is assessed through test-retest method and spilt-half method by Singh and Saxena (2013) and test-retest method and split half method are found to be 0.60 and 0.65 respectively. Academic Anxiety Scale for Children has been validated against the Sinha anxiety test. Neuroticism scales of MPI and CAAT and Validity coefficient are found to be 0.41 and 0.31 and 0.57 respectively. Therefore it can be said that Academic Anxiety Scale for Children is a relabeled and valid test.

VARIABLES: Study habit and academic anxiety are independent variable and examophobia was dependent variables. Age (14 to 20 years) and time (day) and motivation (establish workable rapport) level was controlled.

STATISTICAL TECHNIQUE: Mean, median, standard deviation, t tests and significance level at 0.01 are employed for the present study. Split half median is used for the making the gap and distant of low and high groups among study habit and academic anxiety. T-tests and significance level at 0.01 has also been evaluated for the comparison of examophobia.

PROCEDURE AND ANALYSIS OF DATA: Good rapport establishment is made from all samples and said about the purpose of this study. Instruction is also given according to the guidelines of above scale. Data are collected through individual level or in group. There were arranged for sit in distant from each subject in the situation when collected the data in group. Individually assistance and support are also provided whenever subjects feel the need of help.

4. RESULTS AND DISCUSSION

Study Habit and Examophobia

A habit is a routine of behavior that is repeated regularly and tends to occur subconsciously (Butler and Hope, 1995; Merriam Webster Dictionary, 2008). Andrews (1903) defines a "habit, from the standpoint of psychology, as a more or less fixed way of thinking, willing, or feeling acquired through previous repetition of a mental experience. Habitual behavior often goes unnoticed in persons exhibiting it, because a person does not need to engage in self-analysis when undertaking routine tasks. Habits are sometimes compulsory (Merriam Webster Dictionary, 2008). New behaviours can become automatic through the process of habit formation. Old habits

are hard to break and new habits are hard to form because the behavioural patterns which humans repeat become imprinted in neural pathways (Rosenthal, 2011), but it is possible to form new habits through repetition. When behaviors are repeated in a consistent context, there is an incremental increase in the link between the context and the action. This increases the automaticity of the behavior in that context (Wood and Neal, 2007).

The definition of study habits are the behavours used when preparing for tests or learning academic material. The habitual practices one uses to help them study and learn are called study habits. Good study habits can help students achieve and maintain good grades. Study habits are regular practices a person perform to maximize their productivity, efficiency, and retention in preparation for a particular evaluation. Write down the benefits of regular study. It may be gaining knowledge, passing examination, getting a job, or developing an interesting hobby. Such benefits are motivators for study. Study habits are the ways of systematic and regular studies during study years. Good study habits include being habit being organized, keeping good notes, reading textbooks, listening in class, and working every day. Good study habits include many different skills: time management, self discipline, concentration, memorization, organization, and effort. Desire to succeed is important, too. Every student approaches the task of learning differently. Every student has a unique and personal learning style or a preferred channel through which learning comes more easily.

Table No. 1: Mean, SD, SEM, SED, t-value and p-value of 'Examophobia' between high and low habituated studying students

Group	N	Mean	SD	SEM	SED	t-value	p-value (df=138)
High habituated studying students	70	162.67	06.59	00.79	00.94	7.064	p <.01
Low habituated studying students	70	169.31	04.27	00.51			

Mean value of high and low habituated studying students for 'Examophobia' (includes sum of overall all dimensions of study habit) is 162.67 and 169.31 respectively. A significant mean difference (t-value = 7.064, df = 138, p <.01) is found between the high and low habituated studying students on the scores of 'Examophobia' (includes sum of overall all dimensions of study habit). High score of study habit exhibits high habituated studying students (group) while low score of study habit exhibits low habituated studying students (group). The mean score of low habituated studying students is significantly higher than the high habituated studying students. In other words, result of table no-1 indicates that low habituated studying students are found to be more symptoms of 'Examophobia' as compared to high habituated studying students. Generally Successful students have good study

habits. They apply these habits to all of their classes. Student read on each academic issue during regular study habit and as their
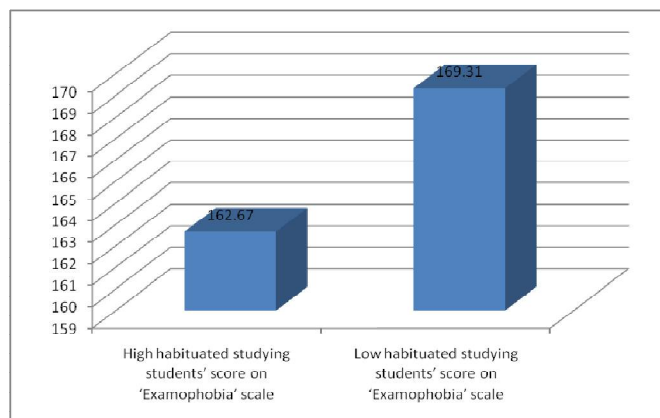
result, they enjoy during examination time and easily solve the all questions. But, when student don't have proper study habit and they get worry and fear on the only name of examination. Therefore it is natural that preparation for examination is totally depend on study habit otherwise academic pressure will be come during examinational due to lack of study habits. According to this result, low habituated studying students are facing the problems of 'Examophobia'.

## 5. ACADEMIC ANXIETY AND EXAMOPHOBIA

Academic Anxiety has become an important topic in the educational context. According to Chang and Lu (2007), "Academic Anxiety in Academic Institutions can have negative results on the students if not well managed". Lee and Larson (2000) said that "Academic Anxiety is conceptualized as a state of distress induced by a student's appraisal of excessive academic demands (overloaded homework, examinations, etc.)". Brenda and Tillson (2010) also defined that "Anxiety is the primary function of Academic Anxiety represented by the cognitive avoidance of threat". Anxiety is basically a series of biochemical changes in brain and body.

In the educational context, Academic Anxiety is not only due to the lack of students' motivation, or his/her insufficient skills, but it is also due to their misperception of courses and negative experiences in previous study classes, Hancock (2001) concludes that "students with high level of Academic Anxiety show significantly less motivation in classrooms perceived as highly evaluative compared to students with low level anxiety". A high level of anxiety also interferes with concentration and memory, which are critical for academic success. However, most of students would lack the concentration of other aspects of academic anxiety, exam anxiety, social anxiety, mathematic anxiety, lack of foreign language proficiency, and many anxiety sources. Anxiety is not always a bad thing. It is true that a high level of anxiety interferes with concentration and memory, which are critical

for academic success. Without any anxiety, however, most of us would lack the motivation to study for exams, write papers, or do daily homework. A moderate amount of anxiety actually helps academic performance by creating motivation. The graph below illustrates the relationship between anxiety and performance.

Table No. 2: Mean, SD, SEM, SED, t-value and p-value of 'Examophobia' between academically high and low anxious students

Group	N	Mean	SD	SEM	SED	t-value	p-value(df=138)
Academically high anxious students	70	11.27	04.32	00.52	00.64	2.875	p <.01
Academically low anxious students	70	09.43	03.17	00.38			
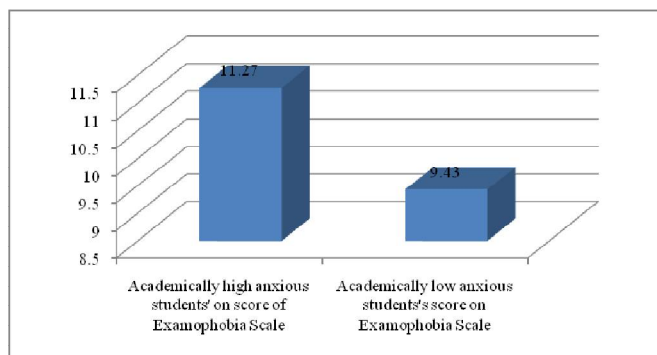
Mean value of academically high and low anxious students for 'Examophobia' is 11.27 and 09.43 respectively. SD for 'Examophobia' is 4.32 and 3.17 respectively for academically high and low anxious students. A significant mean difference is found between the groups of academically high and low anxious students for 'Examophobia'. T-value was 2.875 (df =138, p <.01) which was significant difference between 'Examophobia' of academically high and low anxious students. The mean score of academically high anxious students' 'examophobia' is significantly higher than the academically low anxious students. In other words, result of table no-2 indicates that academically low anxious students have lesser score on 'examophobia' level. Therefore, this result clearly shows that those students who have more academically anxious, they may be diagnosed as a 'Examophobia'.

6. CONCLUSIONS

On the basis of above results, it may be concluded that-

(1). Examophobiais significantly found among the low study habit's student. Therefore, low habituated studying students are at more risk in connection to examophobia.

(2). Academically high anxious students and academically low anxious students are found to be statistically significantly

differences in the terms of examophobia. In other words, academically high anxious students are found to be more symptoms of examophobia as compared to academically low anxious students.

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