



EXAM ANXIETY AND SELF ASSERTIVENESS AMONG TENTH STANDARD STUDENTS IN COASTAL AREAS OF KASARAGOD DISTRICT

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ABSTRACT

It is found that most of the students of tenth standard who are going to write the public examination are experiencing tension and anxiety regarding their public exams. Till then they are familiar with the term end examination conducted by the schools. Being a teacher working in coastal areas the investigator found that the children who are residing near the coastal area show less interest in studies and thereby increase the dropout of pupils in schools. Pupils were found to be annoyed and also they were really eager about how to study the 10 different subjects. So the investigator decided to conduct a study on the students of tenth standard appearing the public exams in Kasaragod district. The following tools will be used for the present study to assess exam anxiety, self assertiveness among tenth standard students in coastal areas. Westside Test Anxiety Scale(2007) Validated by –Richard Driscoll, Ph .D American Test Anxiety Association. Rathus Assertiveness Schedule (RAS) (1973) by Spencer Rathus. Demographic data sheet: Demographic information sheet will be used to collect various demographic information about the sample including age ,gender ,type of family.

The major findings of the study are the study was undertaken to know how far the exam anxiety and self assertiveness affect the tenth standard students when they write the public exam. The findings of the study may add to existing knowledge in this area and will be beneficial to understand these complicated variables. Results of the study will help to plans strategies and create awareness among children about exam anxiety and self assertiveness. The study may be conducted on different age groups and sex with different demographical backgrounds. Further study may conducted by using different designs other than those employed in this study. The researcher has great hopes and faith that who are approaching the public exam for their betterment and future progress. through this study it is noted that anxiety and self assertiveness are negatively related result of this research study is as follows. The measures of central tendency and variation like mean, median, mode, standard deviations and skewness of exam anxiety of students in coastal areas of Kasargod District show that the distributions are positive as more scores are lying of the right side of the distribution for exam anxiety and for self assertiveness. The result indicates that majority of the students on difference in exam anxiety and self assertiveness among the tenth standard students in coastal areas of Kasaragod District with regard to type of family. There is no significant relationship between exam anxiety and self assertiveness among the tenth standard

students in coastal areas of Kasaragod District. There is no significant gender difference in exam anxiety and self assertiveness among the tenth standard students in coastal areas. Female students have high self assertiveness.

KEYWORDS

Self assertiveness

Bishop, 2010 In theoretical terms, the author defined assertiveness as complete philosophy of life, incorporating positive thinking, a system of feelings and attitudes towards oneself and towards others and a positive image of self. Being assertive means being honest about your feelings, your opinions, or even your rights. It does not mean being aggressive in which someone else may feel threatened or disrespected. Being aggressive may result in feeling like a bully and losing important relationships

Anxiety

Muskin and Korn field, 1982 Anxiety is referred to as the psychologic equivalent of physical pain. It is apparent that the mind has difficulty dealing with strongly conflicting emotions. One mental mechanism that the mind uses to deal with such conflict is repression. In the process of repression, the mind simply blocks out one side of the conflicting emotions. When this act of repression is not entirely successful, the repressed material is constantly struggling to erupt into consciousness. The anxiety felt by the patient is often closely correlated with the amount of mental maneuvers, referred to as defense mechanisms, are utilized in the effort to prevent repressed material from reaching consciousness. These mental mechanisms include such thing as reaction formulation, projection, rationalization, and displacement.

Tenth standard

Tenth grade or grade 10 is the tenth year of school post kindergarten or the tenth year after the first introductory year upon entering compulsory schooling. In many parts of the world, the students are of 15 or 16 years of age, depending on when their birthday occurs. The Indian Tenth Grade Board Examinations is one of the biggest examinations conducted across the globe with more than two million students taking the exam across various national and state board formats annually.

Coastal areas

Tuan Baztan-- Licte Vasseur, 2015. Coastal zones the narrow transition areas that connect terrestrial and marine environments, are our planets most productive and valued ecosystems. Within coastal areas, we see the tightly intervened relationships between humans and coastal resources amplifying the most urgent questions of limits and equilibrium, sustainability and development in our world today.

INTRODUCTION

In It is found that most of the students of tenth standard students who are going to write the public examination are found in them lots of tension and anxiety regarding their public exams. Till then they were only dealt with the term end examination conducted by the schools. Being a teacher working in coastal areas the investigator found that the children who are residing near the coastal area show less interest in studies and thereby arousing dropout of pupils in schools. Pupils found it really annoyed and also they were really eager about how to study the 10 different subjects. So the investigator thought to have a study on the students of tenth standard students who are going to write the public exams Kasaragod district.

The present study is entitled “Exam anxiety and self assertiveness among tenth standard students in coastal areas of Kasaragod district” This study was intended to find out the relationship of exam anxiety and self assertiveness among tenth standard students in coastal areas of Kasaragod district.

The design of the study is co relational in nature, so a co relational research design was used in the present study. TOOLS 1. Westside Test Anxiety Scale Validation by- Richard Driscoll, Ph.D American Test Anxiety Association. 2. Rathus Assertiveness Schedule (RAS) (1973) by Spencer Rathus SAMPLE The investigator has taken 4 schools of Coastal areas in Kasaragod district. A total number of 200 students are taken as a sample for study.

According to the findings

The study was undertaken to know how far the exam anxiety and self assertiveness affect to the tenth standard students to write the public exam. The findings of the study may add to existing knowledge in this area and will be beneficial to understand this complicated variables. Results of the study will help to plans strategies and create awareness among children about exam anxiety and self assertiveness. The study may be conducted on different age groups and sex with different demographical backgrounds. Further study may conducted by using different designs other than those employed in this study. The researcher has great hopes and faith that the research will many children who are approaching the public exam for their betterment and future progress. Here it is through this study it is noted that anxiety and self assertiveness are negatively related.

The present study has particularly added an under represented population in the exam anxiety and self assertiveness. However while interpreting the result of the study careful considerations must betaken while generalizing the results to other age group. Since the study conducted on adolescent sample belonging from rural area, the same cannot be generalized for urban population. Further the sample size of the study is 200, which is collected from different high schools (tenth std) of Kasaragod District, Kerala State, which represents a typical Indian culture. India being a multi-cultural country considerations should be taken while generalizing the results to the whole of the country. Further more, the measures used in the study where all self- report, which brings in the tendency of possible bias. There are chances of some variations plus chances of providing a socially desirable value. Despite these limitations, the study contributes to the current literature.

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Review of Literature

Review of related literature is essential and it plays a significant role in any type of research work. A review of related literature is very important step, not only in identifying a problem but also in the formulation of hypothesis in selection of methods and tools to be employed . Besides it is essential to the development of a problem and to the derivation of an effective approach to the solution.

Jalali, Azar Nazar (2009) conducted a study on effects of social learning model training on self esteem, self confidence, self assertiveness and academic achievement in third grade students of intermediary schools. The aim of the study is self esteem, self confidence and self assertiveness play essential roles in mental health. This study was aimed to assess the effect of social learning model education on self confidence, self esteem self assertiveness and academic achievement in 15 students of intermediary schools in Chahar Mahal and Bhakhtiari province. The results indicated that social learning model education was effective in enhancement of students self confidence, self esteem, self assertiveness and academic achievement. This affect was independent of gender and educational territorial region.

Gayathri (2008) investigated that boys and girls studying in X class did not differ in level of their anxiety. Students studying in Government high schools have significantly higher level of anxiety than the students studying in Private Schools. Educational level of the parents did not have any influence on the level of anxiety of their children. Similarly, occupational level of the parents did not have effect on the anxiety level of the children. Students coming from poor families experienced higher level of anxiety than the students coming from middle and rich families.

Demello and Imms (2009) conducted study to understand the relationship between self esteem locus of control and copying styles those with high self esteem and internal locus of control scores and they were high users of productive problem solving copying styles and showed significantly more positive attitudes towards school and positive perception towards academic performance. Suresh and Vendhan (2016) conducted a study on the effects of anxiety and self-concept on academic achievement of higher secondary school students. Through the simple random sampling technique of Kanyakumari District ,312 high school students were selected in which 12 were rejected due to insufficient data. The researchers used independent variables in this study. Anxiety and self concept and Academic Achievement is the dependent variable. The 17 demographic variables are gender, locality, parent education qualification form of management and subject study. In order to evaluate the hypotheses, descriptive inferential and regression evaluations were used. The study mainly shows that the higher secondary school students anxiety and self concept impact their academic performance in a negative and positive way, respectively . In addition, the results of the study suggest that the level of anxiety and study habit is high; and the first class is the academic achievement of the higher secondary school students.

None the less with Gender and locality , the level of anxiety is not significant; significant with other moderator variables; the self definition is not important with subject study and not important with other moderator variables; and with locality and management form, the academic achievement is significant and not important with other moderator variables.

Chaman L Banga and Surender K Sharma (2016) conducted a study on academic anxiety among secondary school students. Among boys and girls to study and compare the academic anxiety among rural and. It is found that the academic anxiety among rural and urban secondary school students would not make a major difference. For secondary school students belonging to general castes, other backward castes and scheduled castes/scheduled tribes, there would be no substantial difference in academic anxiety.

Kanhaiyalal P Damor (2017) conducted a study on the anxiety in Gujarat's higher secondary school students. The aims of this research was to study the anxiety of students of higher secondary school to study the key effects of gender and area on the anxiety of students of higher secondary school and to study the interaction effects of gender and area on the anxiety of students of higher secondary school. It is found that no difference between the anxiety of boys 18 and girls as well as urban and rural students at Gujarat Higher Secondary, as a result of this study. Manikandan A R Selvaraju (2017) conducted a study on the relationship between anxiety and adaptive behavior of higher secondary school students. For the assessment of anxiety and adaptation behavior of higher secondary school students a self made instrument was used. Via a simple random sampling process, 982 higher secondary school students were taken as samples. The survey methodology for collecting the data was adopted. The findings showed that the behavior of higher secondary school students is strongly related to anxiety and transition.

Thulasiyammal S Sumathi R (2017) conducted a study on anxiety and personal adjustment of higher secondary school students in the district of Vellore was examined. 325 higher secondary school students were randomly selected from different schools in the district of Vellore in this study adopted survey method of research of participants. The result showed that there is a positive relationship between the anxiety and personal adaptation of higher secondary school students. There is a difference in significance between anxiety and personal adjustment in terms of gender, medium of instruction, type of school, and there is no difference in significance between anxiety and personal adjustment in terms of location, type of family, parental qualification, higher secondary student parental occupation. (Tagay, Onen & Canpolat, 2018) conducted a study on adolescents showing a high level of assertiveness who also having a high level of self-esteem The impact of assertiveness training on the level of self-esteem has been examined in various studies and showed mixed findings .Eldeeb, Eid & Eldosoky, 2014 Various researches have observed mixed findings of assertiveness and stress levels. Some researches show that there is a positive association between assertiveness and stress while others pointed out that difficulty in asserting oneself is often positively of stress.

OBJECTIVES OF THE PAPER

1. To assess the level of Exam Anxiety and self assertiveness among the pupils in coastal areas.
2. To compare exam anxiety and self assertiveness among tenth standard students based on their gender and type of family of the pupils.
3. To examine the relationship between exam anxiety and self assertiveness among the tenth standard students in coastal areas of Kasaragod district.
4. To find out the effect of demographic variables such as gender, type of family in coastal areas of Kasaragod district.

Hypothesis

1. The levels of exam anxiety and self assertiveness among tenth standard students in coastal areas of Kasaragod district is normally distributed.
2. There will be no significant difference in exam anxiety and self assertiveness among the tenth standard students in coastal areas of Kasaragod district with regard to type of family.
3. There will be no significant relationship between exam anxiety and self assertiveness among the tenth standard students in coastal areas of Kasaragod district.
4. There will be significant gender difference in exam anxiety and self assertiveness among the tenth standard students in coastal areas of Kasaragod district.

Methodology

The present research aims to study the exam anxiety and self assertiveness among tenth standard students in coastal areas of Kasaragod district.

The sample is selected to represent the population which we want to study. Since it is difficult to study the entire population a sample is selected following different procedure. The sample selection process depends on the objectives and the nature of the sample. The investigator has taken 4 schools of coastal areas in Kasaragod district. A total number of 200 students are taken as sample of study. The investigator decided to have a sample of 200 children drawn by stratified random method.

Non probability sampling method will be used in the present study. The purposive sampling will be used. The individuals who were average, above average, below average residing in the same locality of coastal area will be taken. Out of 150, 75 will be male and 75 will be female. The following tools will be used for the present study to assess exam anxiety, self assertiveness among tenth students in coastal areas. Westside Test Anxiety Scale (2007) Validated by–Ricchar Driscoll, Ph. D American Test Anxiety Association. Rathus Assertiveness Schedule (RAS) (1973) by Spencer Rathus. Demographic data sheet: Demographic information sheet will be used to collect various demographic information about the sample including age, gender, type of family.

Result and discussions

	Exam Anxiety
Mean	33.90
Median	35.00
Mode	43
Std. Deviation	8.171
Skewness	-.511

	Self-Assertiveness
Mean	19.76
Median	21.00
Mode	23
Std. Deviation	11.190
Skewness	.265

	TYPE OF FAMILY	N	Mean	Std. Deviation	t	P value
EXAM ANXIETY	Nuclear	88	34.64	8.280	1.13	.260
	Extended	112	33.32	8.074		
SELF ASSERTIVENESS	Nuclear	88	23.36	11.165	4.20	.000
	Extended	112	16.93	10.411		

		EXAM ANXIETY	SELF ASSERTIVENESS
EXAM ANXIETY	Pearson Correlation	1	-.170*
	Sig. (2-tailed)		.016
	N	200	200
SELF ASSERTIVENESS	Pearson Correlation	-.170*	1
	Sig. (2-tailed)	.016	
	N	200	200

*. Correlation is significant at the 0.05 level (2-tailed).



DISCUSSIONS

- Result of this research study are as follows. The measures of central tendency and variation like mean, median, mode, standard deviations and skewness of exam anxiety of students in coastal areas of Kasargod District shows that the distributions are positively more scores are lying on the right side of the distribution for exam anxiety and for self assertiveness.
- The result indicates that majority of the students on coastal areas of Kasaragod District have average level of exam anxiety and high level of self assertiveness.
- There is no significant difference in exam anxiety and self assertiveness among the tenth standard students in coastal areas of Kasaragod District with regard to type of family.
- There is no significant relationship between exam anxiety and self assertiveness among the tenth standard students in coastal areas of Kasaragod District.
- There is no significant gender difference in exam anxiety and self assertiveness among the tenth standard students in coastal areas.
- Female students have high self assertiveness.

ANALYSIS

The statistical techniques used for the present study are descriptive and Inferential statistics unclear Descriptive statistics like mean median mode Standard Deviation Skewness, Kurtosis are used to understands the present status of the distribution of variable on this sample

Correlation and regression: Correlation and Regression are the two multivariate distribution based analyses. A multivariate distribution is called multiple variables distribution. Correlation is described as the analysis that allows us to know the relationship between two variables 'x' and 'y' or the absence of it.

SUGGESTIONS / Recommendation:

- Further research could focus on extending the study to a large geographical area since it provides more information on the differences in these variables.
- In future, more detailed research can be undertaken with respect to other independent variables like age sex, culture, religion, physical health etc. The results only considered 200 samples which is not too large. So conducting research using a large sample will produce a more generalizable result.
- Current research considered two variables exam anxiety and self assertiveness. There fore adding more variables like psychological and subjective well being will make research more advanced.
- The present study investigated research on a limited number of adults only. Therefore a large number of people, especially those of different age groups can be included in future studies.

CONCLUSION

- It is found that most of the students in tenth standard who are going to write the public examination have a lots of tension and anxiety regarding their public exams. Till then they dealt with the term end examination conducted by the schools. Exam anxiety is the experience of feeling an intense moment of fear or panic before and during an exam of assessment. Assertiveness is the ability to express ourselves (thoughts, opinions, needs, emotions etc.) without violating the rights of others. Assertiveness is the fine balance between these two extremes.
- The purpose of this study was to identify the level of exam anxiety and self assertiveness among tenth standard students in coastal areas of Kasaragod District. Result of this research study areas follows.
 1. The measures of central tendency and variation like mean, median, mode, standard deviations and skewness of exam anxiety of students in coastal areas of Kasargod District shows that the distributions are positively more scores are lying on the right side of the distribution for exam anxiety and for self assertiveness.
 2. The result indicates that majority of the students on coastal areas of Kasaragod District have average level of exam anxiety and high level of self assertiveness.
 3. There is no significant difference in exam anxiety and self assertiveness among the tenth standard students in coastal areas of Kasaragod District with regard to type of family.
 4. There is no significant relationship between exam anxiety and self assertiveness among the tenth standard students in coastal areas of Kasaragod District.
 5. There is no significant gender difference in exam anxiety and self assertiveness among the tenth standard students in coastal areas. Female students have high self assertiveness.

LIMITATIONS

1. The present study has particularly added an under represented population in the exam anxiety and self assertiveness. However while interpreting the result of the study careful considerations must be taken while generalizing the results to other age group.
2. Since the study was conducted on adolescent sample belonging from rural area, the same cannot be generalized for urban population.
3. Further the sample size of the study is 200, which is collected from different high schools of Kasaragod District,

Kerala State, which represents a typical Indian culture. India being a multi-cultural country considerations generalizing the results to the whole of the country.

4. Further more, the measures used in the study where all self-report, which brings in the tendency of possible bias. There are chances of some variations plus chances of providing a socially desirable value. Despite these limitations, the study contributes to the current literature.

.Educational implications

- Cultivate a supportive learning environment.

Create a classroom atmosphere that encourages open communications and collaboration among students ,reducing ,feelings of isolation and anxiety.

- Mental Health education

Incorporate mental health education into the curriculum to raise awareness about exam anxiety and stress management techniques.

- Regular counseling

services Offer access to school counselors who can provide guidance and support to students dealing with anxiety issues.

- Exam Preparation Workshops

Conduct workshops or seminars focused on exam preparation strategies ,time management and effective study techniques.

- Peer support programs

Implement peer support programs where older students or mentors can help younger students navigate academic challenges and build self-confidence. Flexible Assessment methods Explore alternative assessment methods beyond traditional exams, such as project based assessments presentations, or portfolios to reduce the pressure associated with exams.

- Physical Activity and relaxation techniques

Integrate physical activities and relaxation exercises into the daily routine to help students manage stress.

- Community involvement

Engage parents and the local community in supporting students mental well being , possibly through workshops or awareness campaigns.

- Setting realistic expectations

Encourage students to set achievable academic goals and focus on personal growth rather than solely on achieving high grades.

- Promote self awareness

Offer workshops or activities that teach students effective communication skills ,self-confidence and the ability to assert their needs and opinions.

- Utilize technology

Make use of educational technology platforms and apps that can provide resources for anxiety management and self assertiveness training.

- Monitor Progress

Regular assess students well being and academic progress to identify those who may need additional support and intervention.

- Teacher Training

Provide training to teachers on recognizing signs of anxiety in students and how to provide a supportive classroom environment.

- Promote a growth mindset

Encourage students to adopt a growth mindset , emphasizing that intelligence and abilities can be developed through effort and learning.

- Collaboration with mental health professionals.

Establish partnerships with local mental health professionals or organizations to provide specialized support for students with severe anxiety.

- Parental involvement

Educate parents about the importance of emotional well-being and involve them in strategies to support their children's mental health

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