

OVERCOMING EXAMINATION ANXIETY AMONG WOMEN B.Ed TRAINEES THROUGH YOGIC PRACTICES AND PSYCHOTONIC TRAINING

Dr. S. Peter Anandh

*Lecturer in Physical Education, District Institute of Education and Training (DIET),
Uthamacholapuram, Salem 636 010*

Abstract

The study was conducted to overcome the examination anxiety among the B.Ed women trainees. The investigator identified that there are women B.Ed trainees are doing better in the class test at the same time they score poor marks in their semester examination. Hence, the investigator wanted to take this issue to resolve the examination anxiety through yogic practices and psychotonic training among the B.Ed trainees in Salem District. The investigator conducted a pre-test for 60 B.Ed trainees in the Sengunthaar College of education. Out of sixty, only 26 female students were moderately high level of anxiety and severe level of anxiety and those were taken as samples for the study. The investigator evolved a training Schedule to practice 20 days of Asana and Pranayama, meditation and Psychotonic training for 6 days per week. The subjects practiced in the evening 45 minutes daily. The examination anxiety scale was given to all the 26 students to fill the tool. The Pre-test and Post test scores was analyzed with selected statistical techniques and compared. The major findings of the study are; there is significant difference in the mean score of examination anxiety among the B.Ed trainees between pre-test and post-test. The B.Ed trainees do differ in their mean scores of examination anxiety between pre and post-test. The study suggest to implement teaching Asana and Pranayama must be mandatory in the education system. Educationist, educational administrators and teachers must acquaint their pupils about the importance of yogic practices and autogenic training.

INTRODUCTION

According to Encyclopedia of Education, Examination anxiety is the behavioural pattern of the individual manifests in examination situation which is characterised by action indicating an irrational fear of inferior performance in examination situation. Exam anxiety is defined as behavioral changes associated with the feeling of being examined e.g. at written tests related to courses of study. Is the uneasiness, apprehension, or nervousness felt by students who had a fear of failing an examination? Generally examination anxiety will be during and before the examinations pupils experiencing tension, anxiety, over stress, irritation, or fear.

IDENTIFICATION OF THE PROBLEM

The practitioner was acted as a resource person for the training on continuous and comprehensive evaluation for B.Ed trainees in Salem district. During the training programme it is observed that many of the women B.Ed trainees have examination anxiety and it was counterchecked with the professors and assistant professors in the college of education. They

have accepted that the women B.Ed trainees have examination anxiety. The professors and assistant professors revealed that most of the women B.Ed trainees are doing well in the class test and not as good as in the class test. Further the practitioner was informed that they wanted to postpone the examination, forget certain learned concepts, going to the toilet twice or thrice before the examination and they feel worry in facing the university examination. These are the issues leads to examination anxiety. Hence the practitioner wanted to take this issue to resolve the examination anxiety through yogic practices and psychotonic training among the B.Ed trainees in Salem District.

OBJECTIVES OF THE RESEARCH

1. To overcome examination anxiety among women B.Ed trainees through Yogic practices and Psychotonic training
2. To find out the initial level of examination anxiety among the women B.Ed trainees.
3. To design and develop a training programme to overcome examination anxiety among women B.Ed trainees.
4. To impart training on training programme to overcome examination anxiety among women B.Ed trainees.
5. To find out the outcome of the training and its effectiveness in overcoming examination anxiety among women B.Ed trainees

ACTION HYPOTHESEES

- ❖ The Samples will understand the nature of anxiety
- ❖ The sample will learn and practice the yogic exercises such as asana, Pranayama, mediation and Psychotonic training.
- ❖ The samples will overcome their examination anxiety and perform well in the examinations.
- ❖ The samples will practice asana, Pranayama and mediation throughout their life.
- ❖ The samples will implement the same strategy in the future course of action (during their in-service teaching).

PHASES OF EXPERIMENT

I phase: pretest: The investigator conducted a pre-test for 60 B.Ed trainees in the Sengunthaar College of education.

II phase: Selection of Samples: Out of sixty, only 26 female students were moderately high level of anxiety and severe level of anxiety and those were taken as samples for the study.

III phase - Evolved a training Schedule to practice Asana and Pranayama, meditation and Psychotonic training (autogenic)

IV phase – Implementation of the training schedule Programme: The training programme was designed for 20 days and it is to practice 6 days per week. The subjects practiced in the evening 45 minutes daily.

V phase –post-test. The examination anxiety scale was given to all the 26 students to fill the tool. The Pre-test and Post test scores was analyzed with selected statistical techniques and compared.

TESTING THE OBJECTIVES OF THE STUDY

1. To find out the level of anxiety in the pretest among the B.Ed trainees

Table 1 showing the level of anxiety among the B.Ed trainees in the pre test

SL.No	Level	Frequency	Percentage
1	Moderately high level anxiety	3	11.5
2	High level anxiety	7	26.9
3	Extremely high level anxiety	16	61.5
	Total	26	100.0

The above table shows the level of anxiety among the prospective teaches in the pre-test.

- ❖ The majority of the samples 61.5 percentages (N= 16) are in the extremely high level of anxiety.
 - ❖ 26.9 percentage of the samples (N=7) are in the high level of anxiety.
 - ❖ 11.5 percentage of the samples (N= 3) are in the moderate high level anxiety
2. To find out the level of anxiety in the post test among the B.Ed trainees

Table 2 showing the level of anxiety among the B.Ed trainees in the post test

SL.No	Level	Frequency	Percentage
1	Low level anxiety	5	19.2
2	Normal anxiety	21	80.8
	Total	26	100.0

The above table shows the level of anxiety among the prospective teaches in the post test.

- ❖ The majority of the samples 80.8 percentages (N= 21) are in the Normal level of anxiety.
- ❖ 19.2 percentage of the samples (N= 5) are in the low level of anxiety.

TESTING THE HYPOTHESES

1. There is no significant difference in the mean score of examination anxiety among B.Ed Trainees with respect to their Academic stream, Age and Annual Income of the family in the pretest.

Table 3 showing the t test and its significance in the mean scores of examination anxiety among the B.Ed trainees in pre test

Variable	Sub variable	N	mean	Sd	t value	P value	Result
Academic stream	Arts group	12	74.00	8.05	1.51	0.15	NS
	Science group	14	78.21	6.14			
Age	less than 22 years	15	76.20	7.68	0.56	0.95	NS
	Above 22 years	11	76.36	7.01			
Annual Income	less than Rs.2Lakh	15	76.88	4.68	0.56	0.56	NS
	Above Rs.3Lakh	11	75.11	3.83			

The above table shows the t value and its significant difference in the means scores of examination anxiety among the B.Ed trainees in pre-test. The calculated P value for academic stream (0.15); Age (0.95) and Annual income of the family (0.56) are greater than 0.05 and they are not significant at 0.05 percent level. Hence the formulated hypothesis “There is no significant difference in the mean score of examination anxiety among B.Ed trainees with respect to their Academic stream, Age and Annual Income of the family” is not accepted.

Inference: The B.Ed trainees do not differ in their examination anxiety with respect to their Academic stream, Age and Annual Income of the family in the pre-test.

Hypothesis 2 : There is no significant difference in the mean score of examination anxiety among B.Ed trainees with respect to their Academic stream, Age and Annual Income of the family in the post test.

Table 4 showing the t test and its significance in the mean scores of examination anxiety among the B.Ed trainees in the post test

Variable	sub variable	N	mean	Sd	t value	P value	Result
Academic stream	Arts group	12	43.58	4.67	0.58	0.56	NS
	Science group	14	42.71	2.72			
Age	less than 22	15	42.66	3.92	0.72	0.47	NS

	years						
	Above 22 years	11	43.72	3.46			
Annual Income	less than Rs.2 Lakh	15	43.05	3.96	0.11	0.91	NS
	Above Rs.3 Lakh	11	43.22	3.38			

The above table shows the t value and its significant difference in the means scores of examination anxiety among the B.Ed trainees in pre-test. The calculated P values for academic stream (0.56); Age (0.47) and Annual income of the family (0.91) are greater than 0.05 and they are not significant at 0.05 percent level. Hence the formulated hypothesis “There is no significant difference in the mean score of examination anxiety among the B.Ed trainees with respect to their Academic stream, Age and Annual Income of the family in the post test” is not accepted.

Inference: The B.Ed trainees do not differ in their examination anxiety with respect to their Academic stream, Age and Annual Income of the family in the post test.

Hypothesis 3 : There is significant difference in the mean score of examination anxiety among the B.Ed trainees between pre-test and post test

Table 5 showing the paired sample t test between pre-test and post test score among the B.Ed trainees towards examination anxiety

Test	N	Mean	Sd	t value	P value	Result
Pre test	26	76.26	7.26	28.80	0.00	Sig
Post test	26	43.11	3.70			

The above table shows the paired sample t test between pre-test and post test scores of B.Ed trainees towards their examination anxiety. The calculated P value 0.00 is less than 0.01 and it is significant at 0.01 percent level of significance.

Hence the formulated hypothesis there is significant difference in the mean scores of examination anxiety among the B.Ed trainees between pre-test and post is accepted.

Inference: The B.Ed trainees do differ in their mean scores of examination anxiety between pre and post-test.

FINDINGS OF THE STUDY

- ❖ In the pretest minimum score is 58; maximum score is 86 with mean score of 76.26
- ❖ In the post test minimum score is 32; maximum score is 49 with mean score of 43.11
- ❖ The majority of the samples 61.5 percentages (N= 16) are in the extremely high level of anxiety.
- ❖ 26.9 percentage of the samples (N=7) are in the high level of anxiety.

- ❖ 11.5 percentage of the samples (N= 3) are in the moderate high level anxiety
- ❖ The majority of the samples 80.8 percentages (N= 21) are in the Normal level of anxiety.
- ❖ 19.2 percentage of the samples (N= 5) are in the low level of anxiety.
- ❖ The B.Ed trainees do not differ in their examination anxiety with respect to their Academic stream, Age and Annual Income of the family in the pretest.
- ❖ The B.Ed trainees do not differ in their examination anxiety with respect to their Academic stream, Age and Annual Income of the family in the post test.
- ❖ There is significant difference in the mean score of examination anxiety among the B.Ed trainees between pretest and post test
- ❖ The B.Ed trainees do differ in their mean scores of examination anxiety between pre and post-test.

OUTCOME OF THE STUDY

- The B.Ed trainees have understood their level of examination anxiety
- They have developed their knowledge on certain yogic practices and autogenetic training
- They will be practicing the asana, Pranayama and mediation and impart to their students in turn when they become teacher.
- They will do better in the upcoming examination
- The B.Ed trainees can face the competitive exam without any fear or anxiety.

RECOMMENDATIONS OF THE STUDY

The following are the recommendation of the study based on the findings of the study.

- To implement teaching Asana and Pranayama must be mandatory in the education system.
- Educationist, educational administrators and teachers must acquaint their pupils about the importance of yogic practices and autogenic training.
- Educational institution may organize different programme on yoga to create awareness among the public and students.
- The in-service training programme for the teaching community of physical education must be imparted on teaching Asana, Pranayama, meditation and autogenetic training
- Modern communication technologies like Television, Radio and internet are to be utilized as a means to communicate the effectiveness of practicing Asana and Pranayama.

REFERENCES

- Agarawal, Madhu. And Kaushal,Vasha. 2005. *Students examination anxiety questionnaire*. Agra: National Psychological Corporation
- B.K.S. Iyyankar.. 1995. *Light on Yoga*. Schocken books. Newyork
- Kumari, Archana & Jain, Jagrati. (2014). *Examination Stress and Anxiety: A Study of College Students*. *Global Journal of Multidisciplinary Studies*.
- Loh Tze Ping, Kavitha Subramaniam, Saroja Krishnaswamy, (2008), ***Test Anxiety: State, Trait and Relationship with Exam Satisfaction***, Research Paper, School of Medical Sciences, University Sains Malaysia.
- Rizwan Akram Rana and Nasir Mahmood, (2010), ***The Relationship between Test Anxiety and Academic Achievement***, Research Paper, University of the Punjab, Lahore – Pakistan. From: <http://www.examanxietyresearches>
- Minoo Alemi, (2012), ***The Impact of Test Anxiety on Test Performance among Iranian EFL Learners***, Research Project. From: <http://www.academia.edu>
- Manish C. Parekh, (2008), ***A Study of Examination Anxiety of Students of Secondary Schools***, Unpublished M.Phil. Thesis, Gujarat University, Ahmedabad.