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## A STUDY ON EFFECT OF ANXIETY AMONG URDU MEDIUM HIGH SCHOOL STUDENTS TOWARDS KANNADA EXAMINATION



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### ABSTRACT :

The objective of the study was to find out whether there is Kannada Test Anxiety among English Medium IX Standard Students. The investigator adopted the survey method for the study. The size of the sample was 300 Urdu Medium VIII Standard students of Yadgir district. The tool was prepared by the investigator and used for the collection of data. The result indicated that Kannada Exam Anxiety of the Urdu Medium IX Standard students differed significantly with regard to the type of school management gender, type of family and nature of schools.

**KEYWORDS :** Urdu medium, anxiety, Kannada Exam .

### 1. INTRODUCTION :

Anxiety is a subjective feeling of unease, discomfort, apprehension or fearful concern accompanied by a host of autonomic and somatic manifestations. Anxiety is a normal, emotional, reasonable and expected response to real or potential danger. Kannada Test Anxiety is seen before the performance at high school examination. On one hand teachers labour hard for their students and want those to achieve high score and on the other hand parental expectation too peaks up for fairing well in examination. Parents leave no stones unturned for their wards that they do better than others. This experience of anxiety stress and discomfort occur on or before tests or examination.

### 2. NEED FOR THE STUDY:

Language learning anxiety may be experienced due to linguistic difficulties other than their mother tongue language learners face in learning and using the target language. However, other language anxiety is independent of first language learning disabilities and should be viewed as an important factor that hinders language learning in and of itself. Zhang and Zhong (2012) have categorized causes of foreign language learning anxiety as being "learner induced, classroom-related, skill-specific, and some society-imposed depending on different contexts". Kannada Test Anxiety is prevalent amongst the student population of English medium. Based on the literature review, a need was felt to conduct a research in the area of anxiety on Tamil test.

### 3. OBJECTIVES OF THE STUDY:

The objectives of the study are as follows

1. To study the level of Kannada Exam Anxiety among Urdu Medium VIII Standard students of Yadgir District.
2. To find the significant difference in the level of Kannada Exam Anxiety among male and female Urdu medium VIII standard students.
3. To find the significant difference in the level of Kannada Exam Anxiety among Rural and Urban schools Urdu

medium VIII standard students.

4. To find the significant difference in the level of Kannada Exam Anxiety among Urdu medium VIII standard students of Govt., aided and Private schools.
5. To find the significant difference in the level of Kannada Exam Anxiety among Urdu medium VIII standard students of Boys, Girls and co-education schools.
6. There is no significant difference in the level of Kannada Test Anxiety among Urdu Medium VIII Standard Educated and uneducated family students.

#### 4. HYPOTHESES OF THE STUDY:

1. There is no significant difference in the level of Kannada Test Anxiety between Boys and Girls of Urdu Medium VIII Standard.
2. There is no significant difference in the level of Kannada Test Anxiety between Rural and Urban of Urdu Medium VIII Standard students.
3. There is no significant difference in the level of Kannada Test Anxiety among different schools of Urdu Medium VIII Standard students.
4. There is no significant difference in the level of Kannada Test Anxiety among Boys, Girls and co-education schools of Urdu Medium VIII Standard students.
5. There is no significant difference in the level of Kannada Test Anxiety among Urdu Medium VIII Standard Educated and uneducated family students.

#### 5. METHODOLOGY USED IN THIS STUDY:

##### 5.1. Sample:

Population of the study includes the students studying at various Secondary High schools in Yadgir District. A stratified representative sample of 200 VIII Standard students constituted from the schools in Yadgir district with due importance given to variables namely Gender, Type of the school, Nature of the school and Parental education.

##### 5.2. Method:

Survey method

##### 5.3. Tool:

Kannada Test Anxiety check list was prepared and validated by the investigator and guide

##### 5.4. Statistical treatment:

Mean Standard deviation, 't' test and F test

#### 6. ANALYSIS AND INTERPRETATION:

After data collection investigator analyzed the data with help Statistical Software SPSS (Version-21) based on objectives of the study.

**Objective-1:** To study the level of Anxiety among Urdu Medium VIII Standard students of Yadgir District towards Kannada Exam

Table-1

The level of Anxiety among Urdu Medium VIII Standard students of Yadagir District towards Kannada Exam

Variables	Types	Mean	Standard Deviation
Gender	Male	16.04	5.784
	Female	15.25	6.323
Locality of the School	Rural	15.13	6.474
	Urban	16.13	5.614
Type of School	Govt.	14.74	6.842
	Aided	15.87	5.421
	Private	17.78	5.846
Parental Education	Educated	18.46	4.878
	Uneducated	16.34	6.746
Nature of the school	Boys	16.421	5.642
	Girls	15.468	7.421
	Co-education	15.74	6.871

It is inferred from the above table that male Urdu medium students were having 16.04 anxiety score and female Urdu medium students were having 15.25.

Rural school Urdu medium students were having 15.13 anxiety score and urban school Urdu medium students were having 16.13.

Govt. school Urdu medium students were having 14.74 anxiety score, Aided school Urdu medium students were having 15.87 and anxiety score and private school Urdu medium students were having 17.78 anxiety score

Educated family Urdu medium students were having 18.46 anxiety score and uneducated family Urdu medium students were having 16.34.

Boys school Urdu medium students were having 16.421 anxiety score, Girls school Urdu medium students were having 15.468 anxiety score and Co-education school Urdu medium students were having 15.74 anxiety score.

Kannada Exam Anxiety among Urdu Medium VIII Standard students of Yadagir District were with respect different variables.

**Objective-2:** To find the significant difference in the level of Kannada Exam Anxiety among male and female Urdu medium VIII standard students.

Table - 2

The level of Anxiety among male and female Urdu Medium VIII Standard students towards Kannada Exam

Variable	Sub Variables	N	Mean	SD	Calculated 't' value	Remark at 0.05 Level
Gender	Male	150	16.04	5.784	3.651	Significant
	Female	150	15.25	6.323		

It is inferred from the above table that the calculated 't' value is more than the table value (1.96) for df 298, at 5% level of significance. Hence the H02 null hypothesis is rejected and alternative hypothesis accepted it means there is significant difference in the level of Kannada Test Anxiety between Boys and Girls of Urdu Medium VIII Standard. It is evident from the above table that male Urdu medium students are having much anxiety than that of Girls.

**Objective-3:** There is no significant difference in the level of Kannada Test Anxiety between Urdu Medium VIII Standard students of Rural and Urban schools

Table – 3  
The level of Kannada Exam Anxiety between Urdu Medium VIII Standard students of Rural and Urban schools

Variable	Sub Variables	N	Mean	SD	Calculated 't' value	Significant at 0.05 Level
Locality of the school	Rural	150	15.13	6.474	3.641	Significant
	Urban	150	16.13	5.614		

It is inferred from the above table that the calculated 't' value 3.641 is more than the table value (1.96) for df 298, at 5% level of significance. Hence the H<sub>0</sub> null hypothesis is rejected and alternative hypothesis accepted it means there is significant difference in the level of Kannada Exam anxiety between Rural and Urban of Urdu Medium VIII Standard students. It is evident from the above table that rural Urdu medium students are having less anxiety than that of urban.

**Objective-4:** To find the significant difference in the level of Kannada Exam Anxiety among Urdu medium VIII standard students of Govt., aided and Private schools.

Table - 4  
The level of Anxiety among Govt., aided and private schools Urdu Medium VIII Standard students towards Kannada Exam

Variable	Source of variance	Sum of squares	Degrees of freedom	Mean Squares variance	Calculated 'F' value	Remark at 0.05 Level
Type of school	Between	1248.07	2	624.0335	08.7215	Significant
	Within	9775.6	297	32.91448		

It is inferred from the above table that the calculated 'F' value 08.7215 is higher than the table value 3.09 at 0.05 level. Hence the mean difference is statistically significant. Hence, the Null hypothesis there is no significant difference in the level of Kannada Test Anxiety among different schools of Urdu Medium VIII Standard students is rejected and alternative hypothesis is accepted.

**Objective-5:** To find the significant difference in the level of Kannada Test Anxiety among Boys, Girls and co-education schools of Urdu Medium VIII Standard students.

Table - 5  
Difference among IX Standard Students in Their Tamil Test Anxiety In Terms Of Nature of School

Variable	Source of variance	Sum of squares	Degrees of freedom	Mean Squares variance	Calculated 'F' value	Significant t at 0.05 Level
Nature of school	Between	384.235	2	192.1175	5.4232	Significant
	Within	15340.4	297	51.65118		

It is inferred from the above table that the calculated 'F' value 5.4232 is higher than the table value 3.09 at 0.05 level. Hence the mean difference is statistically significant. Hence, the Null hypothesis there is no significant

difference in the level of Kannada Test Anxiety among Boys, Girls and co-education schools of Urdu Medium VIII Standard students is rejected and alternative hypothesis is accepted.

**Objective-6:** To find the significant difference in the level of Kannada Test Anxiety among Urdu Medium VIII Standard of Educated and uneducated family students.

**Table - 6**  
**The level of Anxiety among Urdu Medium VIII Standard students of Educated and uneducated family towards Kannada Exam**

Variable	Sub Variables	N	Mean	SD	Calculated 't' value	Remark at 0.05 Level
Family type	Educated	150	18.46	4.878	3.678	Significant
	uneducated	150	16.34	6.746		

It is inferred from the above table that the calculated 't' value 3.678 is more than the table value (1.96) for df 298, at 5% level of significance. Hence the H<sub>0</sub> null hypothesis is rejected and alternative hypothesis accepted it means there is no significant difference in the level of Kannada Test Anxiety among Urdu Medium VIII Standard Educated and uneducated family students. It is evident from the above table that educated family Urdu medium students are having much anxiety than that of uneducated.

#### 7. MAJOR FINDINGS OF THE STUDY:

1. Kannada Exam Anxiety among Urdu Medium VIII Standard students of Yadagir District were different with respect different variables.
2. There is significant difference in the level of Kannada Test Anxiety between Boys and Girls of Urdu Medium VIII Standard. Urdu medium boys are having much anxiety than that of Girls.
3. There is significant difference in the level of Kannada Exam anxiety between Rural and Urban of Urdu Medium VIII Standard students. Rural Urdu medium students are having less anxiety than that of urban.
4. There is no significant difference in the level of Kannada Test Anxiety among different schools of Urdu Medium VIII Standard students is rejected
5. There is significant difference in the level of Kannada Test Anxiety among Boys, Girls and co-education schools of Urdu Medium VIII Standard students.
6. There is no significant difference in the level of Kannada Test Anxiety among Urdu Medium VIII Standard Educated and uneducated family students. Educated family Urdu medium students are having much anxiety than that of uneducated.

#### 8. CONCLUSION:

Test anxiety is often rooted in early childhood experiences. Fear of performing badly in exam can go back far into childhood. Anxiety can distort the view of reality. Fear often causes us to see things differently from reality. One such situation is the bilingual teaching method followed in the classroom. From the beginning of the primary level, Kannada must be taught to the students in a simple manner and scientific terms must be introduced through the same simple method. Teachers must boost the students with a soft cornered nature, so that the students can freely express their ideas and suggestions inside the classroom. It will remove the psychological fear and promote the socialization among the students. Seminars and debates can be conducted in school to develop self-confidence in children to express themselves in correct Kannada. Kannada Test Anxiety has to be eradicated or minimized so that academic achievement of the students could be improved.

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