REVIEW OF RESEARCH

EXAMINATION STRESS AND ANXIETY OF MATHEMATICS IN RELATION TO ACADEMIC ACHIEVEMENT AMONG STUDENTS AT HIGH SCHOOL LEVEL

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ABSTRACT

The present study was explored to find out the examination stress, anxiety of mathematics and academic achievement at high school level. The purposive sample consisted of 789 students from Thanjavur district. Self-made tools were used for data analysis. The data was analyzed using t-test. The results found that there is no significant difference in examination stress, anxiety in mathematics and academic achievement among students at high school level in terms of gender. The findings also indicated that there is a significant difference in examination stress and academic achievement among students at high school level in terms of locality of school however there is no significant difference in anxiety in mathematics among students at high school level in terms of locality of school.

KEYWORDS : *Examination Stress, Anxiety, Mathematics, Academic Achievement.*

INTRODUCTION
Education is the acquisition of knowledge, experience and developing skills, habits and a right attitude which helps the educand to lead a complete and harmonious life in the world. The main function of education is to promote a balanced development of physical, mental, emotional, social, moral, and spiritual aspects of the personality of the educand in order to produce balanced citizens who will strive to promote social welfare and progress. The present education system provides priority only to the intellectual development of the educand. It fails to give adequate importance to emotional factors such as stress, attitudes, etc. To lead a harmonious, successful life, hence, education is absolutely needed.

NEED AND SIGNIFICANCE OF THE STUDY
Mathematics is a highly structured body of knowledge. So success in Mathematics depends on systematic, cumulative learning and each new skill needs to be built on a solid foundation laid at earlier stages. Mathematics Anxiety and examination stress are a composite product of class room experiences and teacher factors. Recent works on classroom and school effects have suggested that teacher effects account for a large part of the variation in Mathematics achievement of students. There is a dearth of effective curriculum programmes and instructional strategies that simultaneously reduce stress and anxiety among learners and ensure achievement in what is expected from Mathematics learning. This research effort is intended to develop scale and its effectiveness in terms of reduction in Examination stress and Mathematics Anxiety and increase in Achievement in Mathematics.

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OBJECTIVES
- To find out the difference in examination stress, anxiety in mathematics and academic achievement among students at high school level in terms of gender and locality of school.

HYPOTHESES
1. There would be no significant difference in examination stress, anxiety in mathematics and academic achievement among students at high school level with regard to gender.
2. There would be no significant difference in examination stress, anxiety in mathematics and academic achievement among students at high school level with regard to locality of school.

METHODOLOGY
A normative survey method has been adopted for the present study. The investigator has chosen 789 students at high school level as sample in Thanjavur district through purposive sampling technique. Examination Stress Scale, Anxiety of Mathematics Scale, and Academic Achievement Test developed by the investigators. The collected data was analyzed using t-test.

DATA ANALYSIS

Table 1: Mean Difference of Examination Stress, Anxiety of Mathematics, and Academic Achievement among Students at High School Level based on Gender

Variable	Sub - Samples	N	Mean	SD	t-value	Result
Examination Stress	Male	397	64.52	12.66	0.359	Not Significant
	Female	392	64.19	13.10		
Anxiety of Mathematics	Male	397	59.61	17.18	0.921	Not Significant
	Female	392	60.78	18.39		
Academic Achievement	Male	397	59.67	19.44	1.219	Not Significant
	Female	392	61.44	21.45		

Table 2: Mean Difference of Examination Stress, Anxiety of Mathematics, and Academic Achievement among Students at High School Level based on Locality of School

Variable	Locality of School	N	Mean	SD	t-value	Result
Examination Stress	Rural	498	65.60	13.37	3.631	Significant
	Urban	291	62.18	11.68		
Anxiety of Mathematics	Rural	498	60.59	17.88	0.835	Not Significant
	Urban	291	59.49	17.62		
Academic Achievement	Rural	498	57.40	19.78	5.749	Significant
	Urban	291	65.91	20.52		

FINDINGS
- There is no significant difference in examination stress, anxiety of mathematics and academic achievement among students at high school level with respect to gender.
- There is no significant difference in anxiety of mathematics among students at high school level with respect to locality of school.
- There is no significant difference in examination stress and academic achievement among students at high school level with respect to locality of school.

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