



## A STUDY OF SELF CONCEPT AND EXAMINATION ANXIETY OF ADOLESCENCE STUDENTS

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### Abstract

*This Study aimed to find out impact of self concept on examination anxiety of Adolescence students. The self concept scale by Dr. R.S. Saraswat and examination anxiety scale by Dr. Madhu Aggarwal and Smt. Warsha Kaushal to assess the correlation of self concept and examination anxiety in adolescence students with age group (13-17 years). Techniques to find the result calculation like mean, median, standard deviation, co-relation, t-value were done.*

**Key Words :-** Self Concept and Examination Anxiety of Adolescence.



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### Introduction

Self Concept is a dominant element in personality pattern, therefore the measurement of self concept become essential. The self concept is the individual's way of looking at himself. It also signifies his way of thinking, feeling and behaving.

Adolescence is a period of life with its own peculiar characteristics and problems. Hence for deep penetration into their perceptions their own physical, social temperamental, educational, moral and intellectual spheres of self concept need to be explored.

Anxiety generally means a state of emotional and physical disturbance induced in a person by imaginary treats. Some times anxiety is essential because it helps us to be alert and gives us motivation to deal with our problems but it has also been observed that high levels of anxiety may block recall ability and expression of individual's potentials.

In adolescence students great deal of anxiety is related to academic performance examination anxiety refers to the distress one experience when being evaluated or when thinking about prospective evaluation, which typically leads to reduced performance. The behavioural sign are irritability, loss of concentration, depression, change in appetite,

palpation and various other symptoms. This study in particular looks at the role of self concept on examination anxiety.

It is under such a backdrop that the objective of the present study is set to understand correlation between examination anxiety with self concept of the adolescence. In a country like India which is the home to 627 Million young people in the age group of 10-24 (W.H.O. 2011), where every fifth person is an adolescent, the responsibility lies on us citizens for developing this vast human resource in best possible ways and channelize their unlimited energy, vitality, the strong use to experiment and create a better world to live in.

**The Present Study Review, significance difference :-**

1. Saraswat and Gour (1981) described self concept as "The self concept is the individual is way of looking at himself".
2. Putwin, Woods & Symes (2010) found that a low academic self concept was associated with higher test anxiety and worry about their abilities to do well on a test. A Student met cognitive belief's play an important role in maintenance of negative self beliefs.

**Objectives :-**

1. Comparative study of self concept between rural adolescence students and urban adolescence students.
2. Comparative study of examination anxiety between rural adolescence students and urban adolescence students.
3. Co-relation of self concept and examination anxiety between rural adolescence students and urban adolescence students.

**Hypothesis :-**

1. There is no significance difference of self concept between rural and urban adolescence students.
2. There is no significant difference of examination anxiety between rural adolescence students and urban adolescence students.
3. There is no significant co-relation of self concept and examination anxiety between rural adolescence students and urban adolescence students.

**Method :-**

Survey method was applied in this study to find out the correlation of self concept and examination anxiety of adolescence students.

**Sample :-**

This study consists 800 adolescence students including 400 urban and 400 rural students of Sri Ganganagar district.

**Tools :-**

**Self Concept Scale** by Dr. Rajkumar Saraswat and **Examination Anxiety Scale** by Dr. Madhu Aggarwal and Mrs. Warsha Kaushal was used. There are 48 items in self concept inventory, provides six separate dimensions of self concept, viz., physical, social, intellectual moral educational and temperamental self concept. The examination anxiety scale consists 38 questions which describe the examination anxiety.

**Procedure :-**

800 Adolescence students (400 rural and 400 urban) were given the introduction and instructions. The data collected from them were scored follow procedure in the manual.

**Result and Discussion :-**

It is evident from result that mean level of students of rural area have 183.305 is similar to students of urban area, which is 183.188.

Value of t-ratio is 0.118 which is insignificant at any acceptable level of confidence.

**Table – 1**

<b>Variable</b>	<b>N</b>	<b>M</b>	<b>SD</b>	<b>t-ratio</b>	<b>Hypothesis</b>
Rural Adolescence Student	400	183.305	14.877	0.118	0.01 Level – Accepted
Urban Adolescence Student	400	183.188	13.113		0.05 Level –Accepted

By analyzing self concept of rural adolescence.

From the table - 1, we found Mean of Rural adolescence students and urban adolescence students are 183.305 and 183.188, which is very similar and we found t - ratio 0.118 which is positive, so we can say that the null hypothesis is rejected and we found no difference between boys and girls of rural area.

It is not lies between 0.05 level & 0.01 level but we found the t-ratio is positive, so we can say that the above hypothesis is accepted & there is no difference between rural adolescence students & urban adolescence students.

**Table – 2 Examination Anxiety in Rural & Urban Adolescence Students**

<b>Variable</b>	<b>N</b>	<b>M</b>	<b>SD</b>	<b>t-ratio</b>	<b>Hypothesis</b>
Rural Adolescence Students	400	15.903	6.912	0.514	0.01 Level – Accepted
Urban Adolescence Students	400	15.64	7.537		0.05 Level – Accepted

Table - 2 shows that Mean of rural adolescence students and urban adolescence students is 15.903 and 15.64, which is very similar and we found t-ratio 0.514 which is positive. Value of t-ratio at 0.05 level is 1.96 & 2.56 at 0.01 level but

we have t-ratio 0.514, which is very low from the value of both level but we have positive t-value, so we can say that there is no significance difference of examination anxiety between rural & urban adolescence students.

**Table – 3 Co-relation of self concepts and Examination Anxiety between Rural Adolescence Students and Urban Adolescence Students**

Variable	N	M	SD	R	Hypothesis
Rural Adolescence Students	400	183.25	14.02	0.313	Accept
Urban Adolescence Students	400	15.77	7.23		

Table – 3 shows that Mean of rural adolescence students and urban adolescence students is 183.25 and 15.77. We found co-relation 0.313 which is positive. So we can say that there is negligible Co-relation of self concepts and Examination Anxiety between Rural Adolescence Students and Urban Adolescence Students.

### **Conclusion**

it is concluded that no difference was found between self concept of rural adolescence students and urban adolescence students. Self concept and examination anxiety was found significant positive correlation which means that increased self concept is followed by low examination anxiety. We found rural adolescence students have lowest anxiety level compare to urban adolescence students. We must also not forget that adolescent’s education should lay emphasis on life skills development in order to greater upto need the challenges and optimize their opportunities to live a healthier, happier productive and a fulfilling life and vice Versa although good parenting plays a very important part in the process of developing the self concept of the adolescent and keeping stress at students.

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