

Challenges faced by Standard X Students in Public Examination

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Abstract: Public Examination is a big challenge faced by students in the education system. It is very difficult to predict the outcome of examination. Many times the students are not interested and serious about their studies. This study examines the difficulties in facing the Public Examination among standard X students. The main objective of the study is to find out the significant difference, if any, in the difficulties in facing the Public Examination among standard X students with regard to personal and institutional variables. This study was conducted among 399 students in Tirunelveli district. The Survey method was adopted for data collection and was analysed using simple random sampling technique. The finding of the study revealed that three-fifth of the X standard students is facing low level of problem. There was significant difference in the basis of locality of residence and medium of school. There was no significant difference in the basis of gender and locality of school.

Keywords: Public Examination, Difficulty, Students.

1. INTRODUCTION

This study was designed to bring out the problems faced in Public Examination by standard X students. The board examination is a part of education process throughout the world. The role of examination in students' life has a great impact on their academic life as a result in their profession. Effective examination system is a key for evaluating the quality education throughout the world. The state government is conducting board examination and it is difficult for the students to face public examination and some are not interested to write the Public Examination. The main reason is behind this tension and anxiety. Language problems and twisted questions on the examination too make them more confused in exam hall. Examination means the assessment of abilities, achievement or present performance in a subject. The role of examination in student's life has great impact in their academic life and in future as it is an important fact on in their professional life. Examination issues and problems are interlinked with the system of education.

Kumar (2018) focused to find out the reasons for poor results of students in board examination. According to his findings the students are not activities other than studies and many of them have poor language skills. Sadiq and Saeed (2017) investigated the problem faced by students during board examination, and according to their findings the students during exams undergo through deep level of tension and mental agony and it affect their academic progress.

Objectives of the study

1. To find out the difficulty level of public examination among standard X students
2. To find out the significant difference in difficulties faced during the public examination with regard to personal variables namely gender and locality of residence
3. To find out the significant difference in difficulties faced during the public examination with regard to institutional variables namely locality of school and medium of school

Hypothesis Framed

1. There is no significant difference in difficulties in facing the public examination with regard to personal variable
2. There is no significant difference in difficulties in facing the public examination with regard to institutional variable

Sample of the study

Simple random sampling techniques were used in the section of the sample of as many as 399 X standard students. The sample was taken from Tirunelveli district in 10 unions and from each union one school likewise 10 schools.

2. METHOD OF THE STUDY

The survey method was chosen to bring out difficulties in facing the public examination among standard X students with regard to personal variable and institutional variable.

Tool used

The tool named "MeWi's Scale on Difficulties in Public Examination" (MSDPE) developed by P. Mercy Yesuvadiyal and B. William Dharma Raja (2019) were used to collect the data. There are 40 statements are distributed under six dimensions namely, a) Physical View, b) psychological View c) Social View D) Intellectual View e) Behavioural view f) Moral View were distributed among the students. The each statement on a five point scale having the options strongly agree, Agree, Undecided, Disagree, and Strongly Disagree were included as options for the statements to be chosen. Content validity was established with the help of three experts. The reliability was established by the Cronbach's alpha formula. The 'r' value for each scale is more than 0.731. The tool is of good internal consistency.

Statistical Techniques used

Percentage analysis, independent sample t- test for large groups and one way ANOVA were the statistical techniques used for data analysis.

Table 1: Level of difficulties in facing the Public Examination.

<i>Low</i>		<i>Moderate</i>		<i>High</i>	
N	%	N	%	N	%
179	44.9	165	41.4	55	13.7

Table 1 shows that three-fifth of the students have low level of difficulties in facing the Public Examination.

Table 2: Significance difference in difficulties of Standard X Student facing the Public Examination with regard to personal variables

Personal variable	category	N	Mean	SD	t-value	p-value
Gender	Male	213	57.37	10.739	0.758	0.449 ^{NS}
	Female	186	56.56	10.350		
Locality of residence	Rural	348	57.48	10.85	2.123	0.037*
	Urban	51	54.67	7.949		

NS-Not Significance at 5% level

*-significance at 5% level

Table 2 shows that there is no significant difference in difficulties in facing the public examination with regard to gender and there is significant difference in difficulties in facing the public examination with regard to Locality of residence . The mean scores shows that the rural students have more difficulties in facing the public examination then the urban area students.

Table 3: Significance difference in difficulties of Standard X Student facing the Public Examination with regard to institutional variables

Institutional variable	category	N	Mean	SD	t-value	p-value
Medium of school	Tamil	305	57.92	10.53	0.879	0.001**
	English	94	53.98	10.031		
Locality of school	Rural	288	57.06	10.721	0.128	0.827 ^{NS}
	Urban	111	56.81	10.152		

NS-Not Significance at 5% level

**-Significance at 1% level

Table 3 shows that there is no significant difference in difficulties in facing the public examination with regard to locality of school and there is significant difference in difficulties in facing the public examination with regard to Locality of student. The mean scores show that the Tamil medium students have more difficulties in facing the public examination than the English medium students.

3. FINDINGS

- Three-fifth of the X standard students has low level of difficulties in facing the Public Examination.
- There is no significant difference in difficulties in facing the public examination with regard to gender and locality of school of the standard X students
- There is significant difference in difficulties in facing the public examination with regard to Locality of residence and medium of school.
- The rural area students have more difficulties in facing the public examination than the urban area students.
- The Tamil medium students have more difficulties in facing the public examination than the English medium students.

4. RECOMMENDATION

To help rural students the institution must take an initiative action by arranging special classes. To help them to know significance of learning and made some awareness programmes. Insist positive thoughts about public examination to the rural students, so that they can overcome their anxiety. Tamil medium Students should be given good counselling to overcome all the negative thoughts about the public examination. If their parents are illiterate special care towards them must be given to help them to know the examination hall disciplines so that they can peacefully write their exams. Parents should not force them about getting high marks in the exams instead of motivating them. The students must avoid mobile phones, all the social Medias, mobile games etc. Every student must have a meditation during examination time. Before entering examination hall don't read new subjects and avoid the discussion about what they have studied, it will make the students more confuse and nervures. Before entering examination hall it is better to be quiet. As soon as getting question paper don't start to write answer take some time to read question paper and choose the question which they can write.

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