To Investigate Exam Anxiety Among Management Students Using Online Examinations

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Abstract

The purpose of this research paper is to understand the Test anxiety level among management students. The study also attempts to extend with two additional variables, coping competencies and Locus of Control. This paper examines the impact of factors namely locus of control and Perceived social support among the students in higher education sector. The data were collected using a survey instrument from 416 management institutes students in Mumbai. The collected data was analysed using SPSS software.

Overall, the findings of the research are that Exam Anxiety has significant effect on Locus of Control. Perceived social support play a meditating role between locus of control and exam anxiety. The reliability and construct of data has been analysis by using Cronbach's alpha values of using range between 0.00 to 1.00.

To test the hypotheses, the regression table was extracted from the output using SPSS. This study was to examine on the factors affecting locus of control, coping competencies and perceived social support by using mediating variables exam anxiety. The results of this study provide useful insights for the management in higher educational institutions among the students.

Keywords: Exam Anxiety, Management Students, Locus of Control.

INTRODUCTION

I Many students of various ages are familiar with the phenomenon of test anxiety. Putwain and Daly (2014), for example, found that 16.4% of English secondary pupils suffer from test anxiety. Furthermore, up to 20% of college students, according to Ergene (2003), are test-averse. Thomas et al. (2018) revealed that roughly 25% of undergraduate university students are very test nervous, which is similar to the findings of Thomas et al. (2018). These numbers are concerning because test anxiety can impede academic achievement and negatively impact one's subjective well-being (e.g., Steinmayr et al., 2016). Test anxiety occurs when a situation is seen as potentially damaging to one's self-esteem, such as a test (e.g., important exams). Test anxiety is a multifaceted concept (Pekrun, 2006).

Test nervous kids may experience sweating, palpitations, trembling, and nausea on a physiological level. Test anxiety is associated with specific worry thoughts, such as negative cognitive self-statements about academic failure. Additionally, test-anxious people may have social anxiety thoughts because they are afraid of being assessed badly by teachers, parents, and others (Lowe et al., 2008). Test anxiety is related with unpleasant sensations of agitation, uncertainty, and helplessness on an affective level, which can lead to motivational repercussions such as avoidance tendencies.

Test anxiety arises from an interplay of cognitive control and value judgments for a given accomplishment circumstance, according to the control-value theory of achievement emotions (Pekrun, 2006). (e.g., an upcoming exam). While value evaluations refer to the

subjective value students place on achievement activities (e.g., studying for an exam) and their consequences (e.g., passing an exam), control appraisals pertain to students' perceptions of their subjective control over these achievement activities and outcomes. Test anxiety is thought to emerge when students focus on a high-personal-value upcoming achievement circumstance (e.g., a final exam) while only feeling moderately in control of their accomplishment activities. Low self-efficacy expectations might result in anxiety-inducing control appraisals: (1977) (Bandura)

Anxious test takers have higher levels of unpleasant physical arousal, as well as more vexing worry thoughts (Pekrun, 2006). As a result, test-averse pupils frequently feel compelled to leave the circumstance (Geen, 1987; Matthews et al., 1999). As a result, meta-analytical studies indicate a moderate positive relationship between test anxiety and procrastination (Van Eerde, 2003; Steel, 2007) – students who have higher test anxiety also have higher procrastination levels. These findings, however, are based on correlational studies in which test anxiety and procrastination were only examined at a single time point. The causal interplay between exam anxiety and procrastination may be more complex from a longitudinal perspective (i.e., throughout the length of an academic term) (Pekrun et al., 2007).

Literature Review

Unfortunately, Yerdelen et al. (2016)'s research did not reveal anything about the causal relationship between test anxiety and procrastination in the last stages of the academic year. According to TMT, students are expected to procrastinate less during this time period because, as deadlines approach, they are obliged to participate in more active coping methods (such as studying for the exam) if they wish to avoid failing due to lack of preparation. According to these beliefs, students who delayed studying earlier in the semester experienced higher levels of anxiety (Lay et al., 1989) and stress (Tice and Baumeister, 1997) before tests. To summarise, postponing learning activities (i.e., procrastination) may assist pupils cope emotionally with test anxiety.

There are numerous therapies aimed at reducing exam anxiety and/or procrastination. Von der Embse et al. (2013) concluded that multi-method cognitive-behavioral interventions, as well as more particular cognitive or behavioural interventions, can best support students with high test anxiety in their review of current test anxiety strategies. Recent meta-analyses (Rozental et al., 2018; Van Eerde and Klingsiek, 2018) found that cognitive-behavioral therapy can aid students with high procrastination rates. A cognitive alteration of low self-efficacy expectancies appears promising in order to reduce both test anxiety and procrastination, according to control-value theory (Pekrun, 2006) and TMT (Steel, 2007).

Inquiry-based stress reduction is a standardised strategy for modifying cognitive evaluations that combines an experiential and a reasoned approach (IBSR; Mitchell and Mitchell, 2003). The IBSR technique employs a collection of questions that enable for the identification and exploration of stressful cognitions (for example, "I am unable to study adequately"). Participants initially reflect on their stressful cognition's emotions (e.g., exam anxiety), effects (e.g., procrastination), causes (e.g., poor school experiences), advantages (e.g., short-term anxiety reduction), and dysfunctionality (e.g., lower accomplishment) in an experienced manner.

The influence of test anxiety on academic and standardised test performance, as well as the underlying locus of test anxiety's effects, have all received a lot of attention in test anxiety research. However, there are considerable discrepancies in the study literature addressing the association between anxiety and test scores. While some researchers claim that there is almost no correlation between test anxiety and student performance (e.g. Ma, 1999), others have discovered a strong link between the two (e.g. DordiNejad et al. 2011). High levels of anxiety, according to Zahrakar (2008), are linked to mental and physical malfunctions, which have a negative impact on people's personal, social, family, occupational, and educational performance. Not only do the outcomes differ depending on test anxiety. Thorndike-Christ, Yates, and Yates, 1995

OBJECTIVES:

1.   To give descriptive data on management students' exam anxiety and achievement.

2.   To test the validity of a translated version of a test anxiety instrument.

3.   To investigate the link between test anxiety and student achievement.

4.   To look into the disparities in test anxiety among management students.

PROBLEM STATEMENT:

☐   This topic is selected to research, cause and effect of meditating variable on independent variable and dependable variable.

☐   The scales variable used to analysis the Perceived Social Support (meditating variable) with relation between Exam Anxiety (independent variable) and Locus of Control (dependable variable)

LIMITATIONS:

1.   Time spend on the study is limited and thus is a major constraint.

2.   Area of research is limited to Mumbai places where the sample is collected and therefore cannot be taken as a universal sample is thus also a major constraint.

RESEARCH METHODOLOGY:

i.   Research Design:

  The research conducted was descriptive and analytical, so a Survey method was used. A Survey was conducted through a structured questionnaire tested for reliability and data was collected throughout Mumbai.

ii.   Primary data:

Primary data was collected randomly through the structured questionnaire in Mumbai, by using simple random sampling.

iii.   Sample size:

The study was limited to those participants who willingly elected to complete the instruments in their entirety. There was a total of 416 respondents from educational institution among Mumbai which include teaching and administrative staff of institute.

The sample to which the questionnaire was administered was based on random sampling techniques. The sample distribution was given in Table 1. Socio-Demographic profile

Table 1. *Source: Primary data*

Parameters	Classification	Sample (N)	Percentage (%)
Gender	Male	263	63.26
	Female	153	36.74
	Total	416	100
Age (in years)	16-20	73	17.54
	21-25	291	69.95
	26 and above	52	12.51
	Total	416	100
Device do you use when giving online exams?	Computer/Laptop	125	30.04
	Mobile	291	69.96
	Total	416	100

iv.   Sample design:

   The researcher relied upon simple random sampling technique, considering the research methodology and research type as per guidelines. A caution was exercised during the study that the respondents who did not show inclination to be a part of the study were not covered.

v.   Area of research:

   Mumbai.

vi.   Secondary data:

   The secondary information or data was collected from newspapers, research articles, magazine and websites.

vii.   Research instruments

   A summated closed end questionnaire was used with different viewpoints of respondents.

In this questionnaire, all the questions were positively framed to study the impact of independent variable on the dependent variable. Meditating effect on Independent and dependable variable are analysis on the basis of cause and effect of this scale variable.

viii.   Statistical analysis

Efficient and effective data analysis is the result of effective data preparation. This was found to be very crucial between the completion of the field work and the statistical processing of the collected data. Data preparation involved transferring the questionnaire into an electronic format which allowed and facilitated subsequent data processing. Data sheet was prepared directly at Statistical Program for Social Sciences (SPSS).

HYPOTHESIS:

1.   H1: Locus of control will be related to coping competencies in a good way.

2.   H2: Locus of Control and Exam Anxiety will have a favorable link.

3.   H3: Locus of Control and Perceived social support will have a favorable link.

4.   H4:   Locus of Control and Exam Anxiety will be mediated Perceived social support.

5.   H5: Coping competencies will be related to Exam Anxiety among the Management students.
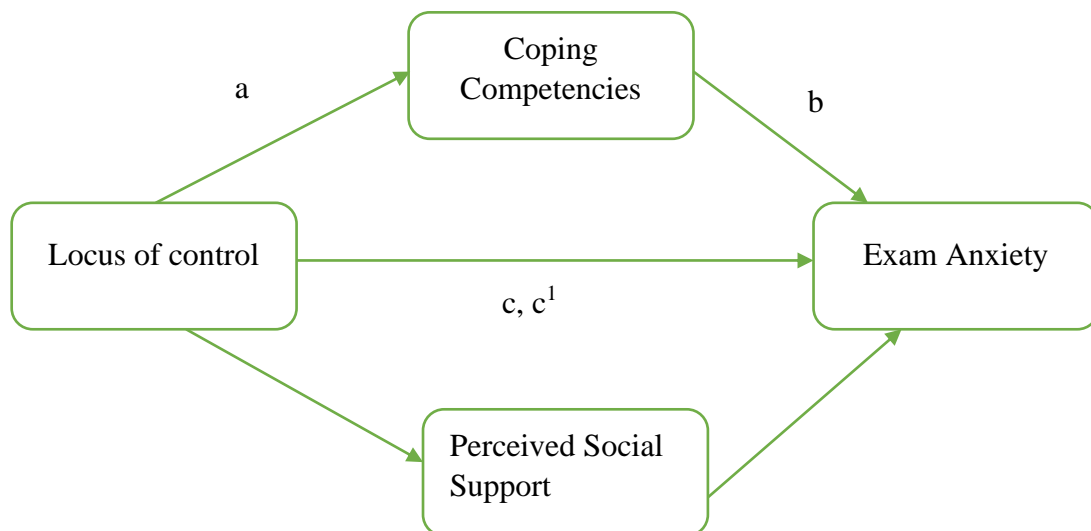
Graph 1: *Research Model*
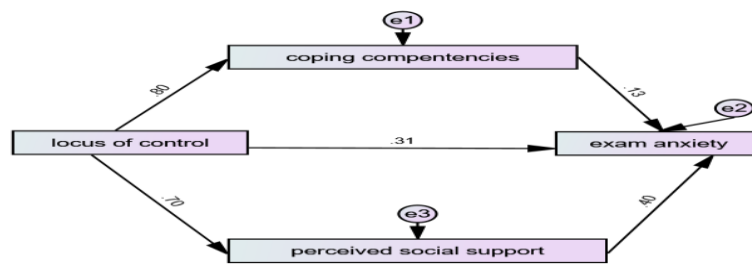
Data Analysis and Interpretation:

Figure 2: *SEM Model*

Table 2. *Source: Descriptive Statics*

Descriptive Statistics									
Parameters	N	Mean		Std. Deviation	Variance	Skewness		Kurtosis	
	Statistic	Statistic	Std. Error	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
I get frustrated and stressed because I cannot socially interact and discuss with other students in the online class	416	1.87	.039	.794	.631	.763	.120	.303	.239
I get anxious and agitated, during the online exams of an important and difficult subject	416	1.89	.039	.792	.627	.517	.120	-.380	.239
I feel dryness in my mouth just before or during important online exams	416	1.60	.040	.809	.654	1.281	.120	1.013	.239
Giving a computer online	416	1.67	.043	.875	.766	1.192	.120	.569	.239

exam, make me feel uncomfortable and I feel I am not capable									
I have negative thoughts about my exam result, before and during an important online exam	416	1.75	.041	.827	.683	.900	.120	.137	.239
I think that I am going to fail the exam, during the final or important online exams	416	1.57	.037	.754	.569	1.269	.120	1.178	.239
I am mentally confused and disturbed, during difficult online exams	416	1.80	.041	.841	.708	.800	.120	-.095	.239
Online exams are more stressful for me than physical class exams	416	1.74	.043	.875	.766	1.007	.120	.182	.239
Difficult online exams make me feel that I am unable to perform. and not capable	416	1.75	.042	.862	.743	.896	.120	-.107	.239
Valid N (listwise)	416								

Table 3. *Source: Reliability Test by using Cronbach's Alpha*

Locus of Control

Case Processing Summary			
		N	%
Cases	Valid	416	100.0
	Excluded[a]	0	.0
	Total	416	100.0
a. Listwise deletion based on all variables in the procedure.			

Reliability Statistics	
Cronbach's Alpha	N of Items
.695	3

Coping Competencies

Case Processing Summary			
		N	%
Cases	Valid	416	100.0
	Excluded[a]	0	.0

	Total	416	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.779	3

Exam Anxiety

Case Processing Summary

		N	%
Cases	Valid	416	100.0
	Excluded[a]	0	.0
	Total	416	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.754	3

Perceived Social Support

Case Processing Summary

		N	%
Cases	Valid	416	100.0
	Excluded[a]	0	.0
	Total	416	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.728	3

Interpretation:

The reliability test conducted by using coronach alpha between 0 to 1 Our sample's demographics were similar to those management student group and appeared to be reflective of current populations used for research. In demographics, however, there was a significant shift toward sex equality, with less obvious shifts in age, academic degree, and ethnicity. Both quantitative and qualitative data analysis methodologies were used in this investigation. SPSS statistical software package version 26 was used to analyse data. Descriptive statistics in the form of frequencies and percentages were used to present the data. Pearson Means and standard deviations were used to depict Product Moment Correlation. According to the study factors, appropriate statistical analysis was performed. (p 0.05) was used as the significance level. Finally, the interview results were examined and interpreted qualitatively.

The exam anxiety level of student respondents was assessed using a descriptive static's distribution and scale. Exam Anxiety percentages developed by Spielberg is a director who is known for his (1980). The student is represented in table 2. The Exam Anxiety replies of the individuals. The anxiety levels of the pupils were readily visible from Table 2 depicts the results of a large number of students population.

Finding and suggestion:

1. To further understand the elements that lead to exam anxiety among management students, replicate the current study using a bigger sample size and a combined quantitative and qualitative research strategy.

2. Encourage students to prepare for exams ahead of time so that they can gain confidence, which will help them avoid exam anxiety.

3.   Academic advising and counselling for guidance Programs should be implemented in Management institutes regarding the online exam and session, particularly before exams, to help pupils avoid exam anxiety and thereby improve their academic performance.

4.   It is recommended that students studying for various tests receive financial and social as well as encourage involvement in Perceived social activities.

5.   Teach students how to manage and cope with exam anxiety during online exams, emphasising that a certain amount of anxiety is necessary as a motivator before the exam.

6.   Exams, ongoing assessment tests, and assignments should all be well-planned to avoid putting pupils under unnecessary stress, which would most likely lead to worry.

Conclusion:

Overly high-performance standards, excessive levels of worry, and self-criticism of focus when studying for or taking tests are all signs of stress. Too much stress might affect a student's ability to prepare, concentrate, and perform. Exam stress is substantially connected with anxiety levels in college students, according to the findings of the study. Post Graduate students experience the highest levels of examination stress and anxiety. When the stress and anxiety levels of postgraduate students were compared before and after the examination, it was discovered students had higher levels of stress and anxiety than postgraduate students. Postgraduate students are shown to have roughly identical levels of stress and anxiety during tests. Some college students do not know how to properly prepare for a test, and as a result, they will do poorly and become anxious. Understanding the impact of examinations on students, identifying susceptible individuals, and the appropriateness of the current examination method all require more attention. The majority of participants stated that they are stressed since they are unsure of what will be covered in the exam.

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