

## Pedagogical Influence on the Exam Phobia of Plus Two Students

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### Abstract:

Pedagogy is the art of teaching. It is important to understand how learning occurs. A teacher cannot just stand in front of the students of any classroom relaying on their knowledge expecting students to listen, understand and leave the lesson filled with knowledge. Pupils need to construct their own understanding with teachers using various teaching methods to engage pupils to enable pupils to access the very best learning in order to shape their own intellectual journey. Teachers being good role models should precede classes because their views on life and behavior guide the student. (i) The major objective of the study was to find out the level of Pedagogical influence of exam phobia of plus two students. (ii) To find out the significant difference in the pedagogical knowledge of Plus two Students with regard to the back ground variables such as gender, locality, and type of school, parental educational qualification and type of parents. (iii) There is a significant relationship between the Pedagogical Influence and Exam phobia of Plus Two Students. The investigator has employed the survey method for this study. The investigators selected the questionnaire as the tool for data collection in this study. In this study the students studying in higher secondary level at various government and Aided school in Kanyakumari District in Tamil Nadu, were taken as the population for the study. For this study, a sample of 1000 students were selected using random sampling technique. The findings of the study are: the Percentage level of Pedagogical Influence Exam phobia is average. (i) There is a significant influence between the Pedagogical Influence based on gender, locality, type of school, and type of parents with regard to Exam Phobia of plus two students. (ii) That there is no significant difference in the Pedagogical Influence on the Exam Phobia of Plus Two Students based on Parental Educational qualification. (iii) the correlation between Pedagogical Influence and Exam Phobia, was statistically significant,  $r(0.471)$ ,  $N=1000$ ,  $p=0.000(p<0.01)$ .

**Keywords:** Pedagogical Influence, Exam Phobia, Plus Two Students.

### Introduction

Education is the activity that aids new generations obtain the necessary information, ability, attitude and understanding and develop their character while preparing them for communal life. Teaching, on the other hand, is the process in which the individual develops talents in

proportion to their capacity. The most important factor in education and teaching activities is the teacher. The teacher has gone beyond just teaching class, giving lectures, making exams and giving grades; the teacher also takes on the roles of organizing, managing, counselling,

observing and evaluating. The teacher also has an important role in influencing the society, creating a sound foundation towards the future of society and ensuring the continuation of such actions.

### Teaching methods

Teaching methods may be found in a classroom. A good teaching method sees the teacher role play a character, and then the students question the teacher in order to understand a concept in more depth. The teacher role doesn't necessarily mean that there is role play involved on behalf of the students. In other subjects this can be used to deliver content directly to the students, possibly after the students have themselves researched the subject as a homework or group task. Students are given the freedom to choose their learning method for themselves, and then produce their own work in a form of their choosing. The teacher may even give the freedom of allowing the students to choose their topic, and make choices based on their own prior learning and interests. Project is when a teacher sets a task, and then students work independently of the teacher to solve a problem, or respond to a question, over a period of time. The students might be responding to a specific task set by the teacher, or they may devise the task themselves under guidance from the teacher. Shashank (2008) suggested that the teacher should make the students realize that exams are merely a part of the learning process to explore their skills. Teachers and parents may motivate their children to develop their carrier.

### Role of Pedagogical Knowledge

Learning and motivation reveals the ways that teachers can increase students' motivation to learn. While students may have an innate desire to learn, the external

support provided by the teacher has a significant impact on students' learning. The teacher's role in motivation includes, but is not limited to, creating an environment conducive to learning. The teacher's role in encouraging support of students' autonomy, relevance, and relatedness of the material increases motivation to learn. Additionally, the teacher's ability to develop students' competence, interest in subject taught, and perception of self-efficacy are all important factors that influence students' motivation to learn and fearless exam. This research can help however, students overcome their exam phobia through their learning. Good teaching increases students' learning and academic performance.

Teacher's play a vital role in increasing students learning through motivational support. Teachers can increase students' motivation to learn by support of student's autonomy, relevance, relatedness, competence, teachers' interests in the subject, and self-efficacy. Motivation is conceptualised as an innate desire that drives individuals to participate in an activity because of the satisfaction derived from it. Another view of motivation suggests it is goal-directed learning, which stimulates and guides individuals toward a particular direction (Alexenoamen, 2009). Teachers play a vital role in creating an environment that supports students' learning. They often do this through their support for students' autonomy. Teachers enable students to identify with self, personal interests, and values by supporting their freedom of choice. By supporting student's choices and interests, teachers help students develop personal interest, involvement, and ownership of their work, which aid in motivation

(Schuitema et al. 2013). Teachers also help students to learn by increasing their responsibility and participation in their own learning through letting them create their own goals and objectives.

### **Teacher-student relationship**

Teacher-student relationships are crucial for the success of both teachers and students. As part of classroom management, such relationships are the most significant factor in determining a teacher's work as successful. The influence of teacher's behavior plays an important role in the academic achievement of students. A teacher has to display exceptional empathy, persistence, diligence, sincerity, research orientation, honesty and flexibility as a person. Teachers also need to be thoughtful in the way in which they react to students' comments. Many studies have pointed the importance of understanding the development of high-quality teacher-student relationships on children's and adolescents' outcomes (Hoy & Spero, 2005). The role of the teacher in students' motivation to learn. A high level of anxiety may suffer from panic disorder amongst students.

### **Pedagogical influence**

Teacher is being able to interact with the student and display positive behavior such as asking questions, understanding their thoughts, showing interest and appreciation increases the students' motivation and success Ulug, et al. (2011). Public examinations influence the attitudes, behaviors and motivation of teachers, learners and parents, and because examinations often come at the end of a course, this influence is seen working in a backward direction, hence the term 'washback' (Pan, Y. 2009). Teachers and students to tailor their classroom activities

to the demands of the test, especially when the test is very important to the future of the students, the pass rates are used as a measure of teacher success. The student's performance is not completely the result of their work; performance is affected by many factors and the first one is the attitude of the teacher. A positive attitude from the teacher affects the student's motivation, attitude towards school and school work, the student's self-confidence and as a result personality development.

### **Exam Phobia**

Exam phobia is an irrational fear that leads to avoidance of the feared situation which in turn increases the severity of the phobia. The students having an excessive and unreasonable fear due to exam. During and before the examination's pupils experiencing tension, anxiety, over stress, irritation, or fear. Exam Phobia refers to the subjective experience of intense physiological, cognitive and or behavioral symptoms of phobia before or during test-taking situations that interferes with test performance. Intelligent and hardworking students have fear, anger and frustration in their hearts against the teachers having shallow knowledge and cheater students who had never bothered their studies and those who did not attend the classes, but by cheating and influencing on so called educationist, will get better marks than them (Chennai & Ram, 2002). Examination phobia is created lot of pressure on students' academic performance. It occurs due to pressure from the parents, unprepared for the examination, teacher's pressure, Tough Competition.

### **Fear of Board Exam**

Inadequate preparation is one of the reasons of fear board exam. Irrational and fallacious believes. Some of the student's minds are full of all strains of irrational

and fallacious believes. Fears like “If I Fail, my parents will punish me” or “I must score 100 % or I am worthless”. Pressure contributes lots of fear into the student’s heart doing an examination. It could be pressure from parents, teachers, relatives. The fear of failing. Another reason why students fear exams is the fear of failing. The fear that they may not score up to their desired marks or pass mark always create high degree of fear. Achievement is something that is based on self-fulfillment for mastery goals; and based on outperforming peers for performance goals (Senako et al., 2011). For the mastery goals, students believe that if the learners try harder, the ability can be developed while for the performance goal, ability is a set feature

Smita (2009) expressed that the most important technique to remove or minimize the exam phobia is to study well. Most of the students don’t prepare well enough for exams. Selective study is too much dangerous and risky. The best strategy is to start preparations early keeping in mind a general idea of the course and the major points of all the subjects before starting exams, they should not awake up all night before the exam even if they have lots of studying left to do.

#### **Need and significance of the study**

Teachers emphasized the importance of positive teacher-student relationship and concluded that such relationship increases the confidence level of the students, produces mutual respect and obedience. The students feel uneasiness, helplessness and severe stress. Some students become so frightened that they cannot perform well in the examination, even they forget the answers of the questions as they enter in the examination hall (Stellar, 2009).

Almost all the students worry about forgetting in an exam, not being able to recall essential information during solving paper. And these fears become obstacles in their performance, especially during exam days. Another aspect which is a source of anxiety for poor students is that teachers always appreciate only those students who get the highest marks in class. Consequently, weak students suffer from exam phobia.

The teacher can help the agonizing students minds to remove their fear of exams. Teachers should help the students find out their own areas of deficiencies. Self-assessment helps to locate the area which needs improvement. During exam the students should eat properly and take sound sleeps at night. Teachers should take time to know their students and their interests to achieve this trust, teachers should be open minded and occasionally share their own stories of success, struggles, failures, and achievement.

The early establishment of a willingness to work with students one on one can build the nature of the teacher-student relationship (Stearns, 2013). Teachers’ positive, caring, and trusting relationships with their students can instigate students to learning and examination. The study paves way to the teachers and parents to change their activities according to their children’s exam. Parents, teachers and students may try to improve their role and modify according to the need of the hour. This study mainly helps to the parents and teachers to lead their children’s to maintaining good habits and physical and cognitive and good learning environment in order to avoid exam phobia. This study realises to the parents’ taking efforts to their children’s when they faced their board exams and role of Pedagogical

influence on the exam phobia of plus two students. Whenever students feel their class room circumstances are uncomfortable, how they work as a team and enjoy each other's company in a positive and possibility way. This study would encourage to the teachers and student's appreciation of improving academic performance and overcome to their exam phobia.

### **Objectives of the study**

- 1.To find out the significant difference in the pedagogical Influence of Plus two Students with regard to the back ground variables such as gender, locality, and type of school, parental educational qualification and Type of parents.
- 2.To find out the relationship between the Pedagogical Influence and Exam Phobia of Plus Two Students.

### **Hypotheses**

1. There is a significant influence between the Pedagogical Influence and gender, locality, Type of school, Parental Educational qualification, and Type of Parents with regard to Exam Phobia.
2. There is a significant relationship between the Pedagogical Influence and Exam phobia of Plus Two Students.

### **Method**

The selection of method is based on the nature of the problem and the kind of data necessary for its solution (Burnett, 2009). After analysing the characteristics of the study, the investigators adopted the survey method of research in the present study. The survey method gathered data from a relatively large number of cases at a particular time. It is concerned with the generalized statistics of the whole population or sample. In the present study,

survey method has been used to collect data from the Kanyakumari district.

### **POPULATION**

The population of the present investigation comprises of the Plus two students in Kanyakumari district. According to the present study, the size of the population comprised under the plus two higher secondary Schools in Kanyakumari Districts in the Academic year 2020 -2021.

### **Sample**

A sample is a part of a large population which is actually observed (Cloud,2008). The performance of a sample is used to make an inference about the performance of the larger group (Gay & Airasian, 2008).

The investigators have employed Simple Random Sampling technique for selecting the sample. The investigator randomly selected 12 higher secondary Schools in Kanyakumari district. From each school's 12<sup>th</sup> Standard students both boys and girls were taken as sample representing the population.

Sample distribution was done on the basis of gender, locality, Type of school and parental educational status. The Sample consists of 1000 students. The sample size for this study consists of 381 Males and 619 Females Plus Two Students which include of 12 higher secondary schools from Kanyakumari District.

### **Tools Used**

The investigator used the following Self Constructed tools for the study.

- 1.Bella -Rex Scale on Pedagogical Influence on Exam Phobia (2021)
2. Bella -Rex Scale on Exam Phobia of Plus Two students. (2021)

### **Research Tools used**

A tool is a data gathering device or procedure used for research investigation

(Best & Kahn, 2005). Tools are used to collect relevant information of a research problem. They can be used for gathering both quantitative and qualitative data.

### Statistical Techniques Used

In this study, the following statistical techniques were used. They are, Deviation, t-Test, ANOVA, Pearson Product Moment Correlation.

### Different levels of Pedagogical Influence on the exam phobia.

The below table is describing the different levels of Pedagogical Influence on exam phobia of Plus two students. It reveals that in the total (1000) sample 193 (19.3%) of Plus two students has low level of Pedagogical Influence 670 (67%) of Plus two students has medium level of Pedagogical Influence and remaining 137 (13.7%) of Plus two students has high level of Pedagogical Influence on the exam phobia.

### Percentages Distribution of Different levels of Pedagogical Influence

Pedagogical Influence	Count	Percent
low	193	19.30
Medium	670	67.00
High	137	13.70
total	1000	100

The table shows that the Percentage level of Pedagogical Influence Exam phobia is average.

### Analysis of Pedagogical Influence on the Exam Phobia of Plus Two Students

There is a significant influence between the Pedagogical Influence and gender with regard to Exam Phobia.

#### Pedagogical Influence on Gender

Gender	Mean	SD	N	t	P	Remark
Masculine	85.90	15.31	381	2.375	0.018	S
Feminine	83.34	18.39	619			

Sig at 0.01 level

It is referred from the above table that the calculated 't' value (2.375) higher than the table 't' value at 1% level of significant. This evident from the p-value of 0.018 ( $<0.05$ ). So, the null hypothesis is accepted and it is found that there is significant difference in the Pedagogical Influence on the exam phobia of plus two students based on gender.

### There is a Significant Influence between the Pedagogical Influence and locality with regard to Exam Phobia.

#### Pedagogical Influence on the Locality

Locality	Mean	SD	N	t	P	Remark
Urban	88.56	16.30	615	10.242	0.000	S

Rural	77.53	16.74	385			
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Sig at.0.01 level

It is referred from the above table that the calculated 't' value (10.242) higher than the table 't' value at 1% level of significant. This evident from the p -value of 0.000 ( $<0.05$ ). So, the null hypothesis is accepted and it is found that there is significant difference in the Pedagogical Influence on the exam phobia of plus two students based on locality.

**There is a significant influence between the Pedagogical Influence and Type of School with regard to Exam Phobia.**

Pedagogical Influence on the type of school

Type of school	Mean	SD	N	t	P	Remark
Govt	92.89	14.93	377	13.538	0.000	S
Aided	79.13	16.59	623			

Sig at.0.01 level

It is referred from the above table that the calculated 't' value (13.538) higher than the table 't' value at 1% level of significant. This evident from the p -value of 0.000 ( $<0.05$ ). So, the null hypothesis is accepted and it is found that there is significant difference in the Pedagogical Influence on the exam phobia of plus two students based on type of school.

**Pedagogical Influence on the Exam Phobia of Plus Two Students based on Parental Educational Status.**

**There is a significant influence between the Pedagogical Influence and Parental Educational Status with regard to Exam Phobia.**

Pedagogical Influence on Parental Educational Status

Parental Education	Mean	SD	Source	Sum of Square	df	Mean square	F	P	Remark
Higher secondary	83.91	17.73	Between Group	1144.3	2	572.16	1.912	0.148	NS
Degree	82.02	18.26	Within Group	298381.1	997	299.28			
Other	85.34	16.58	total	299525.4	999				

\*Not significant at 0.05 level

It is referred from the above table that the calculated 'F' value (1.912) lower than the table 'F' value at 0.05% level of significant. This evident from the p -value of 0.052 ( $>0.05$ ). So, the null hypothesis is rejected. and it is found that there is no significant difference in the Pedagogical Influence on the Exam Phobia of Plus Two Students based Parental Educational Status.

### There is a significant relationship between the Pedagogical Influence and Exam phobia of Plus Two Students.

Correlation between the Pedagogical Influence and Exam Phobia of Plus Two Students.

Variable	Correlation	P-value	Remark
Pedagogical knowledge & Exam phobia	0.471	0.000	Sig.at 0.01 level

Sig.at 0.01 level

A correlation was run to determine the relationship between Pedagogical Influence and Exam Phobia. It was found that the correlation between Pedagogical Influence and Exam Phobia, was statistically significant,  $r(0.471)$ ,  $N=1000$ ,  $p = 0.000(p < 0.01)$ .

#### FINDINGS

The major findings of the study are

1. The percentage level of Pedagogical Influence on Exam Phobia is average.
2. There is significant association of Pedagogical Influence with the Exam Phobia of plus two students with regard to gender.
3. There is significant association of Pedagogical Influence with the Exam Phobia of plus two students with regard to Locality.
4. There is significant association of Pedagogical Influence with the Exam Phobia of plus two students with regard to Types of school.
4. There is no significant association of Pedagogical Influence with the Exam Phobia of plus two students with regard to Parental educational status.
5. The correlation between Pedagogical Influence and Exam Phobia, was statistically significant.

#### RECOMMENATIONS

The findings of the study showed the Pedagogical Influence of plus two students

and it would help to hold the strengthen for the student's life. Hence the researcher wishes to recommend.

#### For all students

They should avoid comparing their marks with the high scorers instead, they should find out where they committed the mistakes for getting lower marks. They should avoid late sleeping. They should eat nutritious and balanced food. They can use mnemonic devices. They must know one thing that it is not the matter of scoring low marks but mastering the subjects. They should learn to write within the stipulated time frame so that they should involve in practice in writing test even at home. At the time of the examination when they do not find expected questions don't lose the confidence. Moreover, they should not learn in such a way that the particular questions are expected ones. Equal amount of time should be given to write the questions according to the marks and the words allotted to them.

#### To all Parents

Parents should provide safety and control the children to make their life better. They may be showing interest in activities like cleaning and washing. Parents should give physical activities for their children and tell good stories. Parents should avoid discouraging words about their children. Parents should teach their children good

## Conclusion

The study provides strong indications about the pedagogical knowledge of plus two students on their exam phobia. Teachers can significantly improve their chances of getting through to students, and in turn, increase their chance for academic success. Teachers can help students achieve this goal. Creating learning environments that reinforce the view that students can master academic subjects. Students are motivated to compete with themselves to meet higher and higher self-determined goals. Teachers can praise any part of the learning process, academic and behavioural, as well as encourage the child to give self-praise.. Many students fear appearing in front of their classmates and or the teacher. Helping students understand that taking notes and studying course material is the way to achieve academic success.

habits and moral stories. There should be proper communication among parents and their children with regard to relevant matters. Parents should be friendly with their children. They should not curse their children. They should not chide their children for obtaining low marks any subjects. They should learn to understand where their children find difficulty in learning any subjects and try to make them learn easily. They should have communication with the teachers of their children for making further improvement.

### To all teachers

Teachers should have subject knowledge. They should not talk ill of a ward with other teachers. They should help the low scorers by all means in making them score high marks. They should teach their children by using relevant Instructional

Aids for making complex concept an easy one. They should not hurt the feeling of their wards either in front of opposite gender or other students. They should correct their wards if they commit mistakes and shape their character in a good way. They should remove from their mind the fear of examination. They should make their wards prepare the examination as if a king sending the soldiers to the battle field. They should encourage every student and feed confidence in their minds. They should not show partiality among the students.

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