



A STUDY OF EXAMINATION ANXIETY AMONG D. EL. ED. STUDENT-TEACHERS

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Abstract:

The present research, “A Study of Examination Anxiety among D. El. Ed. Student-Teachers,” aims to examine the relationship between examination anxiety and selected variables, including gender, family structure, number of siblings, and family income. Examination anxiety is a psychological state described by emotions of terror, concern, tension, and pressure before or during examinations, which can adversely influence the overall personality of an individual. The research was conducted on a sample of 30 student-teachers. Data were collected using a rating scale consisting of 25 statements covering emotional, cognitive, physical, and behavioural dimensions of examination anxiety. Percentage techniques were used for analysing the data. The findings of the study stated that males (56%) experienced greater examination anxiety than females (34%). Student-teachers from nuclear families (61%) depicted higher anxiety compared to those from joint families (39%). Examination anxiety was greatest among student-teachers having three siblings (48%), while student-teachers with no siblings (4%) and four siblings (5%) revealed comparatively lower anxiety levels. Furthermore, student-teachers belonging to the family income group of ₹1–5 lakh (68%) showed greater examination anxiety than those from families earning up to ₹1 lakh (32%). The study revealed the need for encouraging educational ways, parental motivation, stress-management techniques, and counselling services to reduce stress and encourage student-teachers’ academic success and psychological happiness.

Keywords: Examination Anxiety, family income, gender, family structure, number of siblings, and Student-Teachers.

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Introduction:

- **Meaning of Examination Anxiety.**

It refers to a psychological state in which a student-teacher undergoes severe stress, tension, pressure, and emotional disturbance before or during an examination. Examination Anxiety is a type of anxiety that arises in conditions where a person undergoes an assessment or is rated. Let us comprehend the important terms in brief:

Anxiety - Anxiety is a psychological and emotional situation featured by reactions of stress, nervousness, worry, and biological variations like a greater-than-usual heartbeat or perspiration. It is unusual for normal tension because it is more severe and can hinder day-

to-day working. In medium stages, anxiety can develop a presentation by increasing awareness. However, excessive anxiety negatively affects concentration, memory, and confidence.

Examination - An examination is a formal method of evaluating a student’s knowledge, skills, and understanding of a subject. It is a structured assessment process designed to measure academic achievement.

For Student-teachers, examinations are often associated with:

- Academic performance
- Parental expectations
- Future career goals
- Social comparison



This makes examinations emotionally significant events.

Performance Anxiety - Performance Anxiety is the fear of performing in front of others or being judged. In academic settings, Student-teachers feel pressure to perform well, which creates stress and self-doubt. Examination anxiety is a specific type of performance anxiety related to academic evaluation.

Psychological Condition - A psychological condition refers to a mental or emotional state that affects thinking, feeling, and behaviour. Examination anxiety is psychological because it affects:

- Thoughts (negative thinking)
- Emotions (fear, worry)
- Physical reactions (sweating, trembling)
- Behaviour (avoidance, procrastination)

- **Factors of Examination Anxiety**

Examination anxiety has four major factors:

Emotional Factor - Emotional Factor refers to feelings experienced by Student-teachers, such as: Fear of failure, nervousness, panic, and Helplessness. These emotions arise when Student-teachers perceive exams as threatening rather than challenging.

Cognitive Factor - Cognitive relates to thinking processes. It comprises an empty mind, not remembering studied content, Negative self-talk and Absence of attention. Cognitive anxiety promptly impacts educational operations because it affects memory recall and problem-solving capability.

Biological Factor - Biological refers to bodily responses. When nervousness increases, the body stimulates the stress reaction system. Usually, this may result in perspiration, increased heartbeat, headache, and Stomach uneasiness. These indicators arise because of the discharge of stress hormones like adrenaline.

Behavioural Factor - Behavioural Factor means the noticeable movements or responses, like neglecting education, stalling, weeping, and irritability. These

behaviours demonstrate that the student-teacher is struggling to handle exam stress.

- **Importance of Researching Examination Anxiety.**

Researching examination anxiety is essential because:

- It influences educational attainment.
- It impacts psychological well-being.
- It decreases self-confidence.
- It influences the all-around development of an individual.

The D. El. Ed. is a crucial year of life, as this is a professional course, and student-teachers are going to be future teachers of the nation who are the role models for the future generation. Student-teachers begin preparing for D. El. Ed. Examinations that are similar to board exams. Educational stress increases, making them more susceptible to anxiety.

- **Features of Examination Anxiety.**

Examination anxiety is a multi-dimensional emotional state that influences student-teachers psychologically, cognitively, biologically, and socially. These are the important features of examination anxiety seen among D. El. Ed. student-teachers,

Extreme Concern and Distress - One of the main features of examination anxiety is extreme concern about implementation, outcomes, and probable disaster. Student-teachers constantly remember adverse results like low grades, parental regrets, or contrast with mates. This worry is usually illogical and unbalanced to the real scenario. Instead of concentrating on studying, student-teachers think about “What if I do not clear the exam?” thoughts.

Uneasiness Before Examination - Student-teachers facing examination anxiety usually experience anxious days or weeks before the exam. This tension rises as the examination date comes nearer. They may feel impatient, uncomfortable, or unable to rest. This preventive anxiety decreases their capability to



concentrate effectively and efficiently during the exam period.

Mental Distraction (Blank Mind) - A very regular feature is mental restriction, where student-teachers suffer: Blank mind during examinations, not remembering studied solutions, misunderstanding while reading problems and trouble in remembering material which was learned earlier. This is due to anxiety reducing functional recall capability, which is important for intellectual and remembering data.

Adverse Self-Talk - Student-teachers with examination anxiety often engage in undesirable conversation, such as: “I will not be able to do this, I can fail for sure, or others are always finer than me.” These undesirable intrinsic talks reduce the confidence level and add emotional tension.

Physiological Indicators (Physical Responses) - Examination anxiety is not only mental but also physiological. Common physiological features include: Perspiring palms, Fast heartbeat, Headache, Stomach pain, Shaking hands and Dehydrated mouth. These indicators arise because of the initiation of the body’s stress response system.

Sleep Distraction – Most stressed student-teachers have trouble sleeping before examinations. It may include: staying awake late, distress, getting up often during the night and undergoing dissatisfaction on examination day. The absence of sleep further decreases an individual’s concentration and functioning.

Escaping Behaviour - Escaping is one of the important features. Student-teachers include: Postponement in learning, evading discussing exams, omitting revision and Delay in planning. This escaping adds tension further because insufficient planning develops more concern.

Irritability and temper vary - Student-teachers with examination anxiety may depict: unexpected annoyance, Irritation, Emotional unpredictability, and

crying spells. These temper changes impact relationships with friends and family.

Over-reliance on Extrinsic Authentication - Student-teachers usually rely deeply on: Teacher Educator sanction, Parental motivation, Comparison with fellow student-teachers. Their self-value becomes related to examination consequences.

Reduction of Self-Confidence - Examination anxiety decreases faith in one’s capability. Student-teachers disbelieve their planning even when they are well practised. Minimal self-confidence becomes both a reason and an effect of anxiety.

Perfectionism - Some Student-teachers fix high goals for themselves. Student-teachers undergo stress if they are not able to get the exact marks that they have considered. Worrying of doing error increases tension levels.

Struggle in Time Management - Tense Student-teachers often strive to handle learning time effectively and efficiently. The student-teacher either overlearns without gaps or underlearns because of worry. Both of these forms impact the functioning of the individual adversely.

Rationale of the Study:

The present study stresses on “A Study of Examination Anxiety among D. El. Ed. student-teachers”, to understand the mental, emotional, and social problems faced by Student-teachers during examination time. Examination anxiety is one of the most common challenges faced by students, including D. El. Ed. Student-teachers. Due to this, it is important to find out its sources and effect on the academic achievements of the student-teacher.

The D. El. Ed. is considered an important phase in the higher secondary education system. In this phase, academic stress increases considerably as student-teachers plan for future job prospects in the field of education. The content becomes more complex, hopes from parents and teacher-educators, and race among



fellow student-teachers increase. These components jointly create tension and emotional load on Student-teachers, often leading to examination anxiety.

From an educational viewpoint, teacher educators play an important role in moulding the personality of the student-teachers. If teacher educators are not aware of student-teachers' anxiety phases, they usually can misinterpret their performance. This study helps teacher educators acknowledge symptoms of examination anxiety and accept caring teaching techniques like tension handling strategies, positive motivation, and continuous assessment techniques.

Moreover, adolescence is a delicate developmental phase featured by emotional variations, character formation, and intensified feelings of disapproval. During this tenure, educational disappointment usually affects self-confidence and emotional well-being. Therefore, initial recognition and involvement regarding examination anxiety are crucial to avoid enduring mental and emotional effects.

The rationale of this study also lies in encouraging emotional health consciousness within the college setting. Education should not only concentrate on academic brilliance but also on mental steadiness and grooming the personality of the individual. By studying examination anxiety, the researcher strives to create a stable and friendly educational system. Therefore, the present study is important to identify the level of examination anxiety among D. El. Ed. student-teachers and to give remedies to practical techniques for decreasing tension and improving Student-teachers' confidence and academic performance.

Statement of Aim:

The research aims to study "A Study of Examination Anxiety among D. El. Ed. Student-teachers."

Objective of Study:

The objectives of the present study are as follows:

- To Study of Examination Anxiety among D. El. Ed. student-teachers on the basis of Gender.

- To Study of Examination Anxiety among D. El. Ed. student-teachers on the basis of Family Structure.
- To Study of Examination Anxiety among D. El. Ed. student-teachers on the basis of the number of Siblings.
- To Study of Examination Anxiety among D. El. Ed. student-teachers on the basis of Family Income.

Plan of Action:

Action Research is a logical and reflective procedure conducted by the researcher to develop educational systems. The present study pursues a systematic procedure as follows:

Selection of the Problem - The researcher recognised examination anxiety as a regular problem among D. El. Ed. student-teachers through observations and unofficial relations.

Review of Related Literature - Appropriate books, research articles related to examination anxiety, and internet resources were studied to comprehend the theoretical setting of examination anxiety.

Construction of Research Tool - A self-prepared rating scale consisting of 25 statements was prepared. The statements were divided into four areas: psychological, physical, mental, and behavioural symptoms. The response options were: Always, Sometimes, Never and Rarely.

Selection of Sample - A sample of 30 Student-teachers from D. El. Ed. was selected for the study.

Data Collection - The research tool was distributed to each student-teacher. Clear instructions were given, and confidentiality was assured.

Data Analysis - The responses were tabulated and converted into percentages using the formula: $\text{Percentage} = (\text{Number of Responses} / \text{Total Responses}) \times 100$

Interpretation of Data - The analysed data was interpreted area-wise to identify the level of anxiety.



Conclusion and Suggestions - Based on findings, suitable recommendations were suggested to reduce examination anxiety.

Methodology of the Study:

In this study, the researcher has used the survey & comparative method. The survey method collects information from a greater number of individuals at a particular time. It is related to the comparison between males and females, family structure, family income, and No. of Siblings.

Sample of the Study:

The sample of the present study consisted of 30 D. El. Ed. Student-teachers are located in Mumbai. The student-teachers were selected using a convenience sampling method, as the researcher had easy access to this group, as they were in the same premises as the B.Ed. College.

Characteristics of the Sample of the Study:

- Class: D. El. Ed.
- Age Group: 18–19 years
- Location: Mumbai
- Total Student-teachers: 30
- Gender: Both males and females (no separate gender classification)

Tools of the Study:

A self-developed rating scale was used as the main research tool for collecting data.

Nature of the Tool - The rating scale consisted of 25 statements related to examination anxiety. It was designed to measure four major components: Psychological Indicators, Physiological Indicators, Mental Indicators and Behavioural Indicators. Each component includes specific statements revealing Student-teachers' faces during examination time.

Response Format - The tool followed a four-point rating scale: Always, Sometimes, Rarely or Never. The straightforward arrangement made sure that student-teachers could definitely comprehend and answer honestly.

Scoring Procedure - For the study, numerical scores were allotted as follows:

- Always = 4 marks
- Sometimes = 3 marks
- Rarely = 2 marks
- Never = 1 mark

A greater total score depicts a greater level of examination anxiety. Thus, the rating scale performed as an efficient and effective tool for assessing examination anxiety.

Data Collection:

Data collection is one of the extremely significant steps in action research, as the precision of results depends upon the excellence and genuineness of the collected data.

Permission from the Principal of D. El. Ed. College

- Before beginning the study, official permission was taken from the D. El. Ed. Principal. The aim of the study was perfectly clarified, and consent was given to survey D. El. Ed. student-teachers.

Administration of the Tool - The rating scale was administered during regular class hours in a quiet and relaxed environment. Before circulating the tool:

- The aim of the study was clarified.
- Student-teachers were assured of the confidentiality of the data.
- Proper directions were given.
- Student-teachers were motivated to respond sincerely.

Student-teachers were told to read each statement cautiously and tick the option that best explained their personal experience during examinations.

Gathering of Responses - After being filled out, the rating scales were gathered immediately to avoid discussion among Student-teachers. The researcher checked that all statements were properly solved. The complete data collection process was scientifically done within one week.



Data Analysis and Interpretation:

Data analysis is the scientific procedure of arranging, tabulating, computing, and interpreting the gathered data to obtain significant inferences. In this research, Examination anxiety refers to a mental state in which student-teachers feel severe tension, worry, and uneasiness before or during examinations. It impacts emotional constancy, intellectual performance, physical well-being, and behavioural reactions of the individuals. It aims to study the diverse components of examination anxiety and provide logical educational inferences for developing student-teacher all-around development and academic performance.

10.1 To study the examination anxiety among D. El. Ed. student-teachers on the basis of Gender.

The Following table 10.1 shows examination anxiety among D. El. Ed. student-teachers on the basis of Gender.

Table No 10.1

Examination Anxiety Based on Gender

Gender	Percentage (%)	Level of Anxiety (Interpretation)
Males	56%	Higher Examination Anxiety
Females	34%	Moderate/Lower Examination Anxiety

Interpretation –

Table 10.1 shows the percentage distribution of examination anxiety among D. El. Ed. student-teachers based on gender. **Male are having 56%** of Examination Anxiety, while **females have 34%** of Examination Anxiety. It is clear from the above data that:

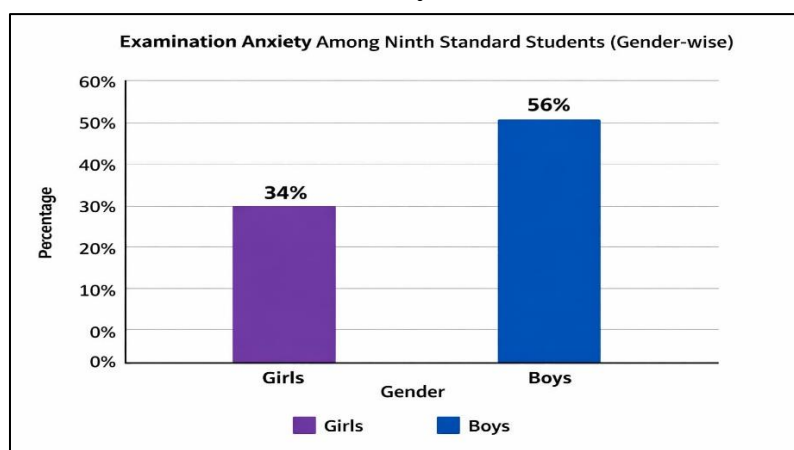
- Male student-teachers show the **majority** of examination anxiety.
- Female student-teachers have a comparatively **lower percentage**.
- The deviation between males and females is **22%**, which shows a **distinct and quantifiable difference**.
- The distribution is **unequal**, showing a **skewed pattern** towards greater anxiety among males.

This arithmetical comparison shows that examination anxiety is **more dominant** among male student-teachers than female student-teachers.

The Following figure 10.1 shows examination anxiety among D. El. Ed. student-teachers on the basis of Gender.

Figure No 10.1

Examination Anxiety Based on Gender





1.2 To Study the Examination Anxiety among D. El. Ed. student-teachers on the basis of Family Structure

The Following table 10.2 shows examination anxiety among D. El. Ed. student-teachers on the basis of Family Structure.

Table No. 10.2
Examination Anxiety Based on Family Structure

Family Structure	Percentage (%)	Level of Anxiety
Nuclear Family	61%	Higher Anxiety
Joint Family	39%	Lower Anxiety

Interpretation –

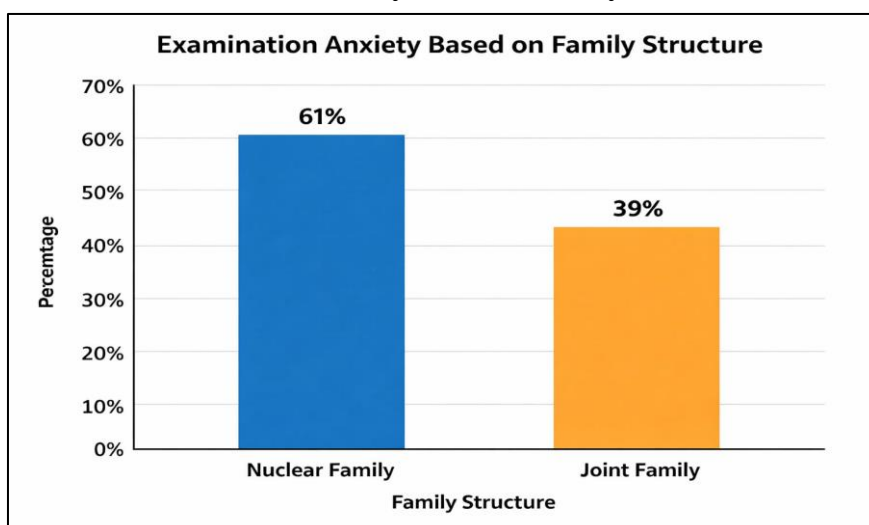
Table 10.2 shows the percentage distribution of examination anxiety among D. El. Ed. student-teachers based on family structure. Student-teachers from nuclear families (61%) have higher examination anxiety compared to those from joint families (39%). It is clear from the above data that:

- Student-teachers from nuclear families show higher examination anxiety due to greater academic tension, less mental support, and fewer family interactions.
- Student-teachers from joint families show lower anxiety as they get better mental support, shared responsibilities, and a conducive environment.

This arithmetical comparison shows that examination anxiety is **more dominant** among student-teachers from nuclear families than among student-teachers from joint families.

The Following figure 10.2 shows examination anxiety among D. El. Ed. student-teachers on the basis of Family structure.

Figure No 10.2
Examination Anxiety Based on Family Structure





10.3 To Study of Examination Anxiety among D. El. Ed. student-teachers on the basis of the number of Siblings

The Following table 10.3 shows examination anxiety among D. El. Ed. student-teachers on the basis of the number of Siblings.

Table No. 10.3
Examination Anxiety Based on the Number of Siblings

Number of Siblings	Percentage (%)	Level of Anxiety
0 (No siblings)	4%	Very Low
1 Sibling	15%	Low
2 Siblings	28%	Moderate
3 Siblings	48%	High
4 Siblings	5%	Very Low

Interpretation –

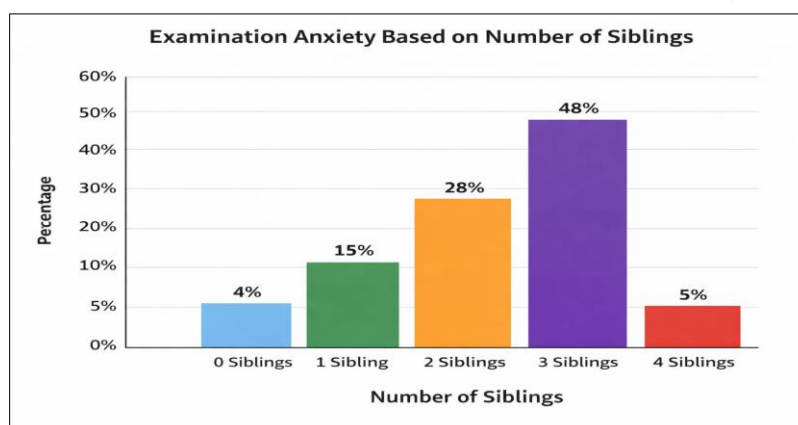
Table 10.3 shows the percentage distribution of examination anxiety among D. El. Ed. student-teachers based on the number of Siblings. The information states that 48% of Student-teachers with 3 siblings experience the greatest level of examination anxiety, followed by 28% of Student-teachers with 2 siblings and 15% of Student-teachers with 1 sibling. In contrast, Student-teachers with 4 siblings (5%) and no siblings (4%) show comparatively lower levels of examination anxiety.

This analysis indicates that the number of siblings has an important influence on examination anxiety among D. El. Ed. Student-teachers. The greater percentage of examination anxiety among student-teachers with 3 siblings can be related to components such as family responsibilities, less parental support, comparison among siblings, or academic tension. Therefore, the research states a major relationship between the number of siblings and examination anxiety, depicting that family size plays a significant role in inducing student-teachers' anxiety levels.

This arithmetical comparison shows that examination anxiety is **more dominant** among student-teachers with a higher number of siblings than among student-teachers with a lower number of siblings.

The following figure 10.3 shows examination anxiety among D. El. Ed. student-teachers on the basis of the number of Siblings.

Figure No. 10.3
Examination Anxiety Based on the Number of Siblings





10.4 To Study of Examination Anxiety among D. El. Ed. student-teachers on the basis of Family Income.

The Following table 10.4 shows examination anxiety among D. El. Ed. student-teachers on the basis of **Family Income**.

Table No. 10.4
Examination Anxiety Based on Family Income

Family Income	Percentage (%)	Level of Anxiety
Up to 1 Lakh	32%	Lower Anxiety
1 Lakh – 5 Lakh	68%	Higher Anxiety

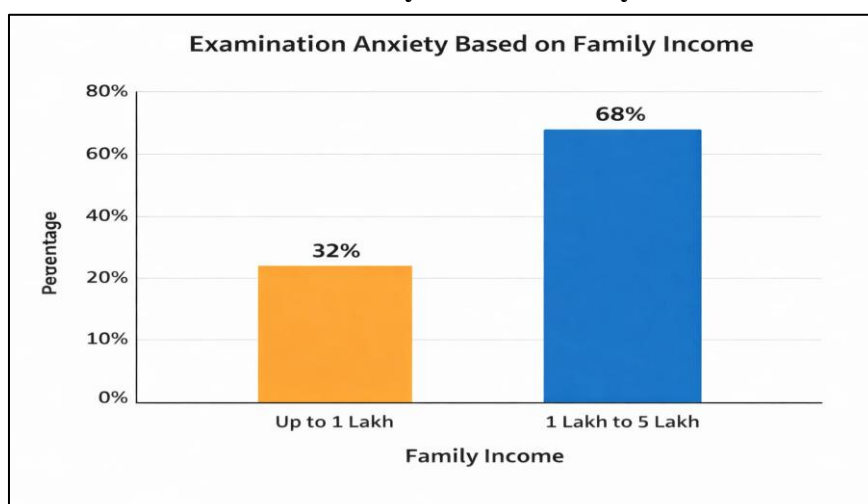
Interpretation –

Table 10.4 shows the percentage distribution of examination anxiety among D. El. Ed. student-teachers based on family income. Student-teachers belonging to the **1–5 lakh income group (68%) experience greater examination anxiety** compared to student-teachers belonging to **the 1 lakh income group (32%)**. This deviation states that **family income influences anxiety levels**. It is clear from the above data that: The higher percentage (68%) indicates greater **academic stress, expectations, and performance tension** among student-teachers of the middle-income group. In comparison, the lower percentage (32%) suggests comparatively **lower anxiety** among Student-teachers from lower-income families.

This arithmetical comparison shows that examination anxiety is **more dominant** among Student-teachers belonging to the **1–5 lakh income group than** student-teachers belonging to **the 1 lakh income group**.

The Following figure 10.4 shows examination anxiety among D. El. Ed. student-teachers on the basis of family Income.

Figure No. 10.4
Examination Anxiety Based on Family Income





Findings of the Study:

The present study was conducted to examine the examination anxiety among D. El. Ed. student-teachers on the basis of gender, family structure, number of siblings, and family income. The major findings derived from the data are as follows:

- Findings based on Gender - The information states that examination anxiety is more dominant among male student-teachers (56%) than female student-teachers (34%).
- Findings based on Family Structure - The information states that examination anxiety is more dominant among student-teachers from nuclear families (61%) than among student-teachers from joint families (39%).
- Findings based on the Number of Siblings - The information states that examination anxiety changes with the number of siblings. The greatest anxiety is seen among student-teachers having 3 siblings (48%), followed by those with 2 siblings (28%) and then 1 sibling (15%). Very low anxiety levels are seen among student-teachers with no siblings (4%) and 4 siblings (5%). This indicates that anxiety increases up to a certain point and then decreases.
- Findings based on the Family Income - The information states that examination anxiety is more dominant among Student-teachers belonging to the 1–5 lakh income group (68%) than student-teachers belonging to the 1 lakh income group (32%).

Suggestions:

Suggestions at the Student-teacher Level:

- Student-teachers can follow systematic **time management** and handle a daily study plan.
- Regular **drills** can be promoted instead of last-minute studying.
- Student-teachers can exercise **rest techniques** such as deep breathing, yoga and meditation.
- Foster **positive self-conversation** to decrease negative thoughts.

- Retain **sufficient sleep and an appropriate diet** during examinations.
- Clear queries daily in class.
- Prevent needless **comparison with fellow student-teachers**.
- Involvement in **co-curricular and extracurricular activities** to lessen tension.
- Drill **tests** can be conducted to improve self-confidence.
- Attend **counselling sessions** if anxiety becomes severe.

Suggestions at Teacher Educators Level:

- Teacher Educators can maintain a **friendly and motivating environment**.
- Teacher Educators should take **drill lectures** before examinations.
- Guiding about **worries regarding exam results**.
- Apply continuous **formative evaluation techniques**.
- Give **positive opinions**.
- Provide **stress handling techniques**.
- Motivate **open communication**.
- Find worried Student-teachers and give him/ her support.
- Decrease home assignments **during the exam period**.
- Encourage **student- teacher-centred learning**.

Suggestions at Parent Level:

- Parents can prevent **unnecessary academic pressure**.
- Give **mental support and motivation**.
- Uphold a **conducive home environment**.
- Motivate a **stable schedule** (study + rest).
- Do not **compare your child with fellow classmates**.
- Motivate **struggle rather than only outcomes**.
- Check study habits.
- Regularly follow a proper diet **and sleep**.
- Talk consistently with teacher educators.



- Motivate **confidence and self-belief**.

Suggestions at Principal Level:

- Conduct **stress management techniques**.
- Develop a **counselling cell** with trained professionals.
- Conduct **workshops and seminars** on the mental health of student-teachers.
- Maintain a **friendly and motivating environment**.
- Motivate **student-teacher-centred teaching techniques**.
- Supervise and decrease the **educational load during exams**.
- Initiate **continuous evaluation techniques**.
- Arrange **parent-teacher educator meetings** on a regular basis.
- Conduct the **sports, yoga, and relaxation activities**.
- Identify extremely tensed Student-teachers for early intervention.

- Handle coordination between the **college, parents, and counsellors**.

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